

THE SCHOOL JOURNAL.

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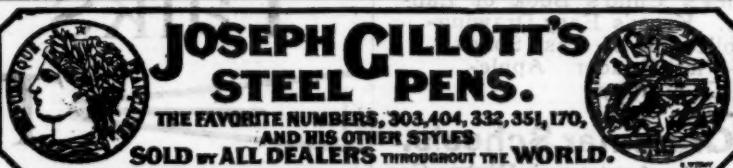
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New York, September 8, 1883.

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TEACHERS are frequently mistaken about the value of their experience; it is overrated. A teacher may teach fifty, or more years without interruption, and be no better for all that than the teacher who began last week. There are two kinds of experience, passive or mechanical, and active or intelligent. It is needless to say that only the latter kind possesses real worth.

MANY inquiries are coming in respecting the "Quincy Methods" by Miss Patridge, which we shall publish. The book will not be ready before April of 1884. It will be a very valuable book; the "Talks on Teaching" will be the *theory*, the "Quincy Methods" the *practice*; hence the two books will go together. One tells about Col. Parker's ideas, the other about his work.

PROF. JEAN ISIDORE CHARLOUIS, the business manager of the SCHOOL JOURNAL, has just returned from a two-months' sojourn in France. He arrived home in the French steamer Labrador, after a pleasant voyage, which was happily the termination of a thoroughly enjoyable and beneficial visit. Mr. Charlouis may be found again at his post as our business manager, as watchful as ever of the mutual interests of the paper and its patrons.

WITH September most of the schools are again to open. The editor of the JOURNAL wishes every teacher to be an assistant in his work. 1. Send us clippings from papers that we are not likely to see—your local papers; these may be useful. 2. Send circular of your school—if published, or any reference to it in papers; we like to read the good words about you. 3. Send us addresses made at associations, etc., etc. 4. Tell us about meetings to take place in advance, when or where, the officers, etc. We will send papers. 5. Write your views on educational subjects.

BEGINNING THE SCHOOL-YEAR.

To that same little audience of two persons that the JOURNAL has been talking to these many years past, the teacher and the pupil, we have just now to put a question.

How are you both going to begin this school-year?

If the teacher makes the right beginning, he or she will—

1. Enter upon the duties of the school-room with renewed strength.
2. Be possessed of new ideas, methods and means.
3. Have a love for class-work, which vacation, rest, and leisure ought to have very decidedly increased.
4. Feel the warmest delight in meeting and greeting the pupils.

5. Abandon all littleness, prejudice, and narrowness in dealing with pupils.

6. Resolve to encourage, from the start, the pupil's interest, application, punctuality, cleanliness, politeness, and self-reliance; and finally:

7. Appreciate to what extent a teacher may herself be a standing object-lesson to the pupil.

If the pupil begins properly, he or she will—

1. Come in with honest smiles for the teacher.

2. Dismiss all thoughts of the various plays and pastimes of vacation.

3. Be provided with the required books, slate, etc.

4. Resolve to study.

5. Acknowledge no superior among classmates, for they all begin work from an even start, with equal chances to excel.

6. Treat teacher and fellow-pupils with uniform politeness and respect, and finally,

7. Say, "I'm going to make this session count," and act accordingly.

OPENING OF THE SCHOOLS.

With September more and more the schools of the country open their doors. The children gather their books under their arms, and hasten away from loving parents, pressing within those doors. Why is it they leave their friends behind them, and, with the exception only of those of depraved or distorted tastes, prefer to spend a quarter of the day where many personal liberties are denied them and much hard work is to be done? The precious legacy of an education is what they expect to win. There is no more affecting sight in this broad world than America presents during the months of the year now beginning. Upwards of ten millions of children and youth from the age of four to twenty-one years, some hardly able to walk, some full-grown men and women, most of them of that age when they promise rich and great things in the future, will be seen walking and running, mostly in couples, many in groups, towards the glorious school-house, about nine o'clock each morning, for five days in the week.

The trust committed to the teachers is a most important one. Next to parents, most rests on the teachers. Think of this, you who teach in the little stone, log, or sod houses, think of this, you who teach in the handsomer structures; your work may seem small in the eyes of men, you are "only" school teachers, it is true, but you occupy a grand position of responsibility. Some of you are paid most meanly, some, as in New Orleans, cannot get even that poor pittance with promptness, some are paid really handsome sums of money and can lay by for old age, but you all alike are under a heavy load of responsibility. You may try to forget that you are responsible, but you think of it, night and day. We welcome you to your posts of duty again. The country needs you; and if you were to be absent long from your

places, there would be more dissatisfaction than at the failure of crops or the death of presidents, or the strikes of laborers. True, most of your school-rooms are dingy apartments, but the radiant faces there to greet you—look at them. Don't you remember Susy who was so mischievous, and Jamie who is a genius, and Tommy who is so kind. They have been thinking of you for a month at least, and warmly as those words warm you, their hearts welcome you still more warmly. Teachers, you are wanted by millions of young hearts, of whom else can it be said?

For the SCHOOL JOURNAL.

IMPROVED METHODS NEEDED AT THE SOUTH.

By Z. RICHARDS.

I believe that the manner and methods of using a national appropriation of money for educational purposes will have a powerful influence in leading our legislators to make appropriations. Appropriations made and spent, without regard to the specific mode of using them, may do some good, but too often the results are incommensurate with the outlay.

The wheat-harvester no longer uses the sickle, and the hay-maker has but little use for the scythe and common rake. In thousands of instances the slow processes of hand-labor are supplanted by the improved machinery of the present day, thereby prolonging the effective life of mankind. But it cannot yet be said that the improved facilities for educational development have kept pace with those for the physical. If our National legislature would sanction the use of ten millions of dollars to provide a good series of school readers, printed in type representing a *purely phonetic alphabet*, more illiteracy would be wiped out in one year than in four years without such a type.

For the SCHOOL JOURNAL.

THE KINDERGARTEN.

The fundamental principle of the Kindergarten is that objects must be presented to the senses, and by their examination experience is acquired of their being, action and quality. The sensations are then real, the product of one's own activity, and not the consent of the understanding to the sensations of others. These sensations are taken up by the perceptive powers, and become the stock out of which the mind obtains its ideas. A child spends several years in dealing with objects; the unphilosophical onlooker calls this play, and is impatient for the time to come when it can take a book in its hand, and begin what he calls its *education*. Tin plates with the alphabet on the margin are very salable, so desirous are parents that the child should begin its book-knowledge; blocks with the alphabet on them are also purchased. This supposed useless play is the education given by the nature, unerring foster-mother, to the child. Boys and girls on the farms who have few books in early life on which to employ their mental powers, go over their stock of perceptions and become thoroughly acquainted with them. They have a foundation that serves them through life, a solid "rock bottom," so to speak, that they can mentally fall back upon and know that it is there. The child brought up in an artificial nursery lacks this substratum; he has had so many objects before him that he has no permanency of perceptions. The former is the stronger mind—this is the hard logic of facts. The child that employs the first seven years of its life upon *things* is, and will be, the superior to him that is early turned away from things upon their abstract representations. Let it be laid down, then, as a principle that a stock of fundamental perceptions must be formed by an examination of the objects that shall furnish the basis of these perceptions.

The greater part of all acquired knowledge is composed of artificial representations, and most of these are in the abstract. The pupil is made to learn from his book, for example, that "cold is the

product of evaporation;" this remains in his mind subject to the command of memory. Having a store of these abstractions he is called educated. In spite of the unnaturalness of this mode of education, many minds by inherent strength have contrived to connect a meaning to these abstractions, but the number is small.

The Kindergarten is fitted to supply a stock of fundamental perceptions to the mind, and these perceptions are not confused or indefinite. At an early period in life, before mental consciousness begins, the impressions of the outer world should be firmly and lastingly fixed on the soul. As there is nothing then to disturb the impressions, they are permanent and form a basis for reflection.

But Froebel's system does more; it does not stop short with insuring the acquirement of perceptions; it is fitted for continuing the development begun, by storing the perceptions.

The perception is one of a series of mental events. There is first a general impression; the attention soon selects a single thing; it narrows its range still closer, and observes qualities and relations; comparison follows, and then judgment and, lastly, a general conclusion. This is nature's course. The child is wandering in a grove; it sees a tree that, from resemblances, it believes is an apple tree; it begins to look for apples, it discovers many, it looks for a ripe apple, it finds one, it tastes it and compares it with some other apple or fruit; it judges that it is an apple, a ripe one, a good one, or a bad one, and, finally, it comes to a general conclusion about the apples on that tree.

Now, Froebel saw that to develop the child's mind the mental powers should have freedom. The desire of accumulating knowledge is an innate faculty; it is important that in its search for knowledge it move freely and instinctively; this it does in play. Froebel's system is significant in that it produces education in accordance with a natural system of development; to devise this system he looked long and deeply into the child's soul and upon the facts of childhood, and discovered the means by which this development could be accomplished in accordance with nature's own laws.

The means on which most teachers rely, the book, Froebel discarded. He saw the desire of *doing* was also an innate faculty, and that much of the so-called mischievousness of childhood was really the effort to do, which had been unnaturally restrained. He therefore selected for playthings those forms which, like the typical formations in nature offer, as it were, a scheme for an acquaintance with a multitude of things. Objects were provided in which the qualities of things in general were distinctly shown, in order to produce clear and lasting perceptions. In order that they could be handled and manipulated they were of convenient size. In fact, Froebel devised an apparatus with which the child could experiment with the physical world.

This apparatus consisted of twenty different series of things, beginning with the ball, and ending with modeling in clay. (1) The ball is the simplest object, it is the starting point. The child grasps it, turns it, rolls it. Numerous plays are devised in which balls are used—balls of several colors. As he plays, he is acquiring perceptions of the form and mode of moving and acting of a sphere. (2) The sphere, a cube, a cylinder, are his next pieces of apparatus. He experiments with these under the tuition of his teacher until their properties are understood. The balls only differed in color; these differ immensely, and innumerable lessons may be given on these. (3) The cube divided into eight one-inch cubes comes next. The philosopher will see that the apparatus is growing more complex. The child can experiment more freely with this; he can divide into parts, a very prominent desire in children, he can build, he learns now the use of such terms as *above*, *below*, etc. He may employ his imagination and construct trains of cars, chimneys, chairs, columns, etc., or he may use them to represent qualities in general, and count, add, subtract, etc., or he may place them symmetrically.

(4) The next piece of apparatus is a cube divided into eight oblong parts; with this many interesting experiments can be made, the use of such terms as perpendicular or horizontal can be illustrated, etc. The forms of life, knowledge and beauty made previously, can be greatly extended and continued, and so the progression is made step by step, which need not be repeated here, through the twenty series of apparatus. Each of the series is connected in a philosophical manner with the rest.

The child progresses from the solid and whole to parts, to planes, to lines, to points. The paper plane is a substitute for the wooden one, and weaving is introduced. The means of representation are afforded in drawing and perforating and embroidery as well as in modelling. He bores, pierces, cuts, measures, unites, forms, draws, paints, and models, and thus practices the arts of the artisan and artist in common with them, and like them he is educated by it.

To supervise the pupil when using this apparatus, one who is well versed in the world of child-thoughts and their progressive development, is needed. The Kindergarten needs the best kind of men and women to begin with. The child is to use the apparatus, but his employment of it is to be limited and directed, just as the wise teacher would limit the student who was experimenting in chemistry and physics. Nothing is ever forced upon him, nor is he to tire of his work; pleasure is ever to be associated with the Kindergarten.

STUDY BROADLY.

Dr. Gates, President of Rutgers College, said to the graduating class:

"During these last weeks of the Senior year, I doubt if there is a man of you who has not sometimes had to face the question, 'Is there really work waiting for me in the world among those busy, toiling crowds from whom I have held aloof for these seven years? Is there good manly work that needs doing and waits for me? We all know the tone of which certain newspaper writers are fond, which criticises the young college-bred man and contrasts him with what the writers are fond of calling 'The self-made man.'

"The youth just out of college," say such writers, cannot earn his own board; while the young man who has confined himself to learning a trade, or has made himself familiar with the narrow routine of the counting-room, at twenty-two is self-supporting, and in receipt of a salary which makes him independent.

"Let no such talk dismay you. You have been laying broad foundations! The world has need of just such men as you should be—such men as I believe you are. For the world will have *men* as its real leaders. The search for a man did not cease when the lantern of Diogenes burned out! From that day to this the cry of the world has been, 'Given us men!' The demand is constant and far exceeds the supply. In the trades, in business life, in the church, in the medical profession, on the bench, in the Senate, in the professional chairs of our colleges and seminaries everywhere, goes up the cry, 'Wanted, a true man!'

"The world demands, too, that the man she seeks shall be unselfish; that he have a clear head, a trained intelligence and will, a warm heart, and a strong hand, and that he be ready to use them all, for *others*, not merely for himself! Just in proportion as you have such gifts, just in proportion as you use them thus unselfishly, the world will rate you in the end as manly, and wise men will rank you as successful in life.

"My parting wish for you, gentlemen of the class of '88, is that you may early achieve that mastery of the world which lies in serving its highest, deepest needs. May you feel the obligation which rests on you to be, in the fine old Homeric phrase, 'Kings of Men,'—to attain to what a great seer has called 'the one sure kindship,—that which consists in a stronger moral state, and a truer thoughtful state than that of others, enabling you therefore to guide and to raise them toward a better life.' May God bless you, all through life, my friends! Good-by!"

SHALL LATIN BE A MODERN LANGUAGE?

The N. Y. Tribune says of one of the prominent features of the Chautauqua summer school:

"One is, however, sure to be greatly pleased in the department of instruction in talking and writing in the Latin language, which has been for some time under the direction of Professor E. S. Shumway, of the Normal School at Potsdam. The Prof. employs the objective method; appealing to the eye; using charts, pictures, etc.; the pupil learning to associate the object with the corresponding Latin word. Further on, the student commits the first chapter of Caesar; questions are proposed in Latin, the student thinks in Latin; responds in Latin, and is continually drilled in pronunciation, accent, melody and rhythm. Grammar is learned by practice as well as by precept. As it is a poor rule that does not work both ways,—the student is encouraged to question the teacher in Latin. Prof. Shumway's work has given a great degree of pleasure here. It has proved a prominent feature of the operations of the Chautauqua School of Languages, and as the Professor is yet young, mentally and physically strong, and enthusiastic and persevering, it is hoped he may do much at Chautauqua, Potsdam and elsewhere, to restore Latin from the cemetery of the dead languages."

PESTALOZZI AND FREEBEL.

Pestalozzi, the famous Swiss educator, was born at Zurich January 12, 1746. In his youth he was evidently undecided as to what profession to follow. He was first a theological student and then a law student. Having purchased some waste land he turned from the law to farming, where he became interested in the welfare of the masses and devoted himself, during the intervals of his work, to promoting their elevation. Convinced that a rational system of education would remedy many of the evils of society, he converted his own house into an orphan asylum, and strove, by judicious blending of industrial, intellectual, and moral training, to illustrate his theory of a sound system of national education. The great idea at the basis of his system of instruction was the necessity of teaching by object lessons. Objects themselves, and not lessons about objects, were the means that he used to develop the observing and reasoning powers. He gave special attention to the moral and religious training of children, as something distinct from mere instruction in morals and religion. For two years Fröbel, the father of the kindergarten system, was his pupil and assistant teacher. He died at Brugg, Switzerland, in 1826. Friedrich Wilhelm A. Fröbel, to whom reference has just been made, was born at Ober-Weissbach, Germany, April 21, 1782. When sent to school he was so dull that his father, growing discouraged, took him from study and sent him to work among the wood-cutters in the forest. Here he became a student of nature and advanced, as Pestalozzi, upon his farm, to the idea of teaching from nature. In 1799 he went to school again, but falling into debt, was imprisoned by his creditors. Soon after his release he became a pupil and assistant of Pestalozzi, remaining with this great master from 1807 to 1809. He then began the study of the natural sciences, but was interrupted by the German and French war of 1813, in which he enlisted for his fatherland. On the restoration of peace he became curator of the Museum of Mineralogy, under Professor Weiss, at Berlin. A few years later he began his life as a teacher, which, in 1826, the year previous to the death of Pestalozzi, he varied by publishing a work entitled "The Education of Man." In this book he declared that man's life was a succession of stages, each of which should be progressive. He was especially impressed with the importance of the first years of childhood as the period in which to give shape to all their after development. In 1837 he established the first kindergarten school, at Blankenburg. Having noticed the restlessness of children, and tendency to finger everything, he took advantage of these traits to arouse in them a spirit of intelligent inquiry and investigation. Much of his time was given, in

schools of Germany and Switzerland, to training primary teachers. In the latter part of his life he gave special attention to the training of young female teachers, believing them to be the best calculated by nature for the care and management of young children. During the revolutionary period of 1848, at a time when, through the influence of the great Middendorff, who had become interested in his kindergarten work, he hoped to enlist the support of the German Parliament in his system of teaching, he and his brother Karl were charged with socialistic tendencies, and an edict was issued forbidding the establishment of schools "after Friedrich and Karl Fröbel's principles" in Prussia. This blow utterly disheartened the veteran educators, and he died in June, 1852, at Marienthal.

INSTRUCTION VS. EDUCATION.

A very solid sort of a teacher writes: "I have been reading a good deal about the New Education in the JOURNAL and am at a loss to comprehend it. It is either condensing of knowledge, like condensed milk, for example, or it is leaving out some knowledge, or it is making the boy sharper to learn. Now which is it? If there is any way to make the boys learn more in a shorter time, I am for it; if not, not."

This is a fair sample of what is in many men's minds. This man is no fool. He believes in his work. He gets his boys together and lays out the work they have to do—so many lines of Virgil, so many examples in arithmetic, so many propositions in geometry, so many words in spelling, so many lines in the writing book and so on. When this is done, these "boys may go home." We respect his honesty; there are many of this sort. We don't think such men are doing a very exalted work, but they are *at work*, as the boys know, too often to their sorrow. They are instructors, they do not aspire to be called educators, of this class. Joseph Payne says: "The instructor who is not consciously an educator fails to accomplish the highest aims of his science. The institution which ends in itself is not complete education." These men look at their business as being simply and solely to transfer knowledge from the book to the head, and they say their scholars will "stand an examination," whereas those who are "educated" break down right off.

Now if the good of going to school is to be measured by the examination, then the teacher is an instructor and no more. And we agree that the teacher's work is too often measured in this way; it is a mechanical and wrong way, however; we oppose it. It is degrading to the pupil to consider him a passive recipient of knowledge.

SCIENTIFIC EDUCATION.—The present popular demand for more science in our course of study cannot be satisfied by mere text-book instruction. Neither mental activity nor manual dexterity can be acquired by such means of imparting knowledge. Memorizing scientific text-books does not make thinkers, and cramming facts is no better than cramming words. Real scientific education requires that the mind of the pupil should be brought into actual and systematic contact with things, should be face to face with real objects so that their properties and relations may become familiar as solid, first-hand, mental acquisitions. To gain this advantage, the pupils must themselves observe, experiment, and work out results of their own. All education is at bottom self-education; only through exercise of inquiry, inference and judgement can mental power be acquired. Two hours a week of such exercises, judiciously guided, is better than ten hours a week of customary text-book recitation. We are glad to learn that Prof. Edward J. Hallock, so well known as a scientific man and a skillful teacher, is to give lessons in chemistry, natural philosophy, botany, mineralogy and physiology in the private schools of this city and vicinity. He is one of the most competent of teachers and understands the "new education" ideas and will make his scientific instruction education in the highest degree. Mr. Hallock is well known to a large circle of scientific men. Dr. Youmans speaks highly of him, and his judgment is of the highest value.

SCHOOLS IN CHINA.

The Chinese written language is not an alphabetic, but a sign language; that is, the words are not expressed by letters, but by signs or characters, each word having its special and distinct sign, each differing from all the others. There are as many as ten thousand in common use, and twenty-five thousand—some say more, and one author says two hundred and fifty thousand—different characters in the written language of China. To learn these twenty-five thousand, or even the ten thousand, is almost an impossibility; so it is not probable that there lives any one person who can read all Chinese books. The person who knows a few characters only, can read those few wherever he sees them; and he who knows more can, of course, read more; but to be able to read a book like the Gospel of Matthew, the reader would need to know more than fifteen hundred characters.

The Chinese respect and value education; and most of them are so proud of ability to read, that were it not so difficult and costly, all would no doubt get an education. Only few women can read; it is never thought worth while to send a girl to school.

Schools are not free in China, nor are they usually open to all. Occasionally benevolent men hire a teacher or open a school to teach those who have time to learn and yet no money to pay; but most of the schools are supported by the relatives of the pupils. A number of families usually unite and hire a teacher for their children; though in the homes of the rich a special teacher, or it may be several teachers are employed to educate the children. While there are schools supported by the Government, the pupils are expected to pay in presents to the teachers. There are no school-houses, as we think of them, in China. Schools are taught in any room that may afford shelter from cold and heat, sun and storm. These are sometimes only sheds; at other times, small, dark rooms connected with a dwelling; and not rarely are they parts of some idol temple. The furniture consists of a seat and a table for the teacher, and benches and desks for the scholars. Those for the pupils have usually very little ornament or beauty. Occasionally some sentences from noted writers, or the names of wise men, adorn the walls.

The scholars all study aloud, and often each tries to outdo his neighbor in shouting. That they think is hard study. When all are diligently studying the teacher may be able to hear a good-sized clap of thunder, but ordinary sounds outside do not disturb his meditation. If there is a lull in the sound, the teacher speaks or raps on his desk, and the study redoubles its volume. The Chinese think that noise and study go together.

When a boy is ready to recite he takes his book to the teacher, and, as it is said in China, "backs the book," that is, he turns his back on book and teacher and recites the lesson. If well recited, a commendation and a new lesson are given, and the pupil returns to his desk to add to the volume of sound already filling the room.

The length of time spent at school varies from one day to a lifetime. The Chinese system of education, such as it is, gives opportunity for a man to study until he dies of old age, and it is not an unheard-of fact for a grandfather, father, and son to be students at the same time and place, each studying with the hope of graduating with the highest degree at Peking. It may be that the grandson will graduate first, and the grandfather receive his degree, too, before death closes the school to him.—*Christian Weekly*.

THE N. Y. Herald mentions as a most welcome sign of the times: The Bricklayers' Union is seeking information on the subject of free trade, and has invited the New York Free Trade Club to lay the facts before it. This is a very promising sign, as it shows a wish on the part of the workingmen to gain information on that subject. It has often been said that if facts were impartially laid before the workingmen their good sense would enable them to take that side which it is for their best interest to support.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LESSON IN ARITHMETIC.

TO ILLUSTRATE FRACTIONS.

BY ANNIE F. BALDWIN.

Last year I had a class of little girls who were just beginning fractions. As this is usually a dry subject, I tried to think how it could be made attractive. An excellent teacher had once told me that the quietest way to make a child interested in a subject, was to invest it with a personality of its own, to make it seem a living being.

So I began with a story of two little sisters, who lived together with their widowed mother, in a pretty little cottage. Before telling their names, I questioned one of my little girls as to her brothers' and sisters' names, and then explained how I could tell they were brothers and sisters by their having a common name, their parents. Then I introduced the terms Christian and surname. Going back to the story, I told them the mother of these little girls was called *Mrs. Terms* and the children the *Misses*, spending a little time, in talking about and writing these prefixes. But, as each of the little girls before me had two names, so had these, one was called *Miss Numerator Terms* and the other, *Miss Denominator Terms*. Now their mother was poor and had to let part of her house. If any of you had spoken to *Miss Denominator*, she would have told you how many rooms there were in the house, and *Miss Numerator* how many were taken. Of course, I had used the board all along, and had the children find the terms as I asked for them. To fix the principle of changing the form without altering the value of fractions firmly in their minds, I still kept the idea of the sisterhood. I told them the mother was careful to do exactly for one as she did for the other. For instance, if she gave, in the fraction $\frac{1}{2}$, to *Miss Numerator* a new dress by multiplying by 3, she did the same for *Miss Denominator*, making the fraction $\frac{3}{2}$, which by bits of paper could be seen to be the same as $\frac{1}{2}$. The idea of changing the dress in the two ways of multiplying and dividing, but yet keeping the little sisters the same persons, interested the children very much. For practice, large fractions were introduced very early in these lessons. What has been written was used in a number of lessons, greatly amplified, as only the outline or idea can be given here.

For the SCHOOL JOURNAL.

HOW SHALL WE TEACH CHEMISTRY?

BY EDWARD J. HALLOCK, PH. D.

There are few subjects more difficult to teach, even for an experienced teacher, than chemistry. It is for this reason that we regret to see it introduced into many public and private schools where it merely increases the number of lessons to be memorized, of books to be carried home, and head aches brought back.

There are several ways in which chemistry may be taught, and in choosing therefrom we should be governed somewhat by the age of the pupils and the object of teaching it. It will be easily understood that we should employ a different method where we wish to make chemists from what we would in a school where chemistry is merely taught for its educational value and as part of a liberal culture.

There are three systems of teaching this science, now in vogue. First in order of time is the text-book drill; a certain number of pages being assigned to be memorized. The large number of new words to be learned, and the disjointed manner in which isolated facts are strung together, make it an excellent drill in abstract memorization; it is quite equal in fact to Latin, in this respect. Also many of the facts thus learned will be of use in later life if the person retains them and has sufficient ingenuity to apply them.

The second method of teaching chemistry is by means of experiments performed by the teacher before the pupils. This is a great advance on the former practice, and taken in connection with suit-

able lectures, or text-books, becomes highly instructive. It gives a reality to the study, convinces the pupil that the statements in the book are true, and awakens an interest that is of the highest importance. There is a danger, however, that the teacher may fall into the habit of giving *exhibitions* which astonish, rather than *demonstrations* which teach.

In the third method, which seems peculiar to this country, and which can easily be combined with either of the above, the experiments are performed, not by the teacher, but by the pupils themselves. This possesses several advantages; the interest and curiosity of the pupil are excited to a higher degree, they obtain a more intimate and real knowledge of the properties of the various substances, while they gain practice in manipulation, and an opportunity to exercise their inventive talents and ingenuity. This last and best method of teaching may be used *educationally* with great advantage, or it may become a monotonous, humdrum exercise, exciting no interest in the pupils and becoming a terrible bore to the teacher. All depends upon the manner in which the class is organized and conducted, but such a course can hardly fail of being *instructive* even if it should fail of the higher object of *education*. It is, therefore, to be recommended in all cases where chemistry is taught for practical purposes as in medical, pharmaceutical, and technical and agricultural colleges. But where the sole object aimed at is education, and where the pupils will have no further use for it in after life, it seems desirable to get something more out of it than this. Just as our classical friends believe that a person will be benefited by studying Greek, although he never has any use for it and soon forgets it; so we hold that the intellect can be cultivated and the mind improved by a properly arranged course in experimental chemistry.

It too frequently happens that teachers do not have their own choice in regard to what they shall teach or how they shall teach it.

To those who may be compelled to teach chemistry by the text-book method let us say, if you cannot show your class the experiments, let them see the things about which they are studying. A sulphur match can be made to illustrate several important points; a few drops of vinegar; and some "soda," will serve to teach the difference between acid and alkali; salt, sugar, and other things found in every house, will serve to render the subject interesting without expense; while, for 25 cents, any obliging druggist or country store-keeper will supply a number of other useful chemicals like sulphur, saltpetre, borax, oil of vitriol, and potassic chlorate. If possible go one step farther, and invest a few dollars in test tubes, etc., with which most of the experiments given in elementary works can be performed. Two years ago the Boston *Journal of Chemistry* published a series of papers upon simple experiments, nearly all of which could be performed at an expense of five dollars for chemicals and apparatus for the first term, and much less afterwards.

In respect to methods of teaching chemistry through laboratory work, teachers are not yet agreed. One makes an experiment to-day and his pupils repeat it to-morrow. Another gives his class a full description of the experiment and of the apparatus employed, then sets each one to do what they have not seen done. A third prefers to have the class find out for themselves how to perform the experiment without his help, and learn wisdom through repeated failures. A fourth would place certain reagents in their hands for them to study and find out their properties by blind experiment, as the old alchemists did. This last method has been successfully employed in the natural sciences, botany, zoology, etc., where observation chiefly is concerned, but in an experimental science, especially where dangerous explosions may result, more watchful care must be exercised by the teacher, and a line of experimentation must be marked out. All this requires a full and thorough knowledge of the subject by the teacher.

He must not be ashamed to say often times "I

don't know," but always couple it with the offer to assist in trying to find out; and always give due credit for discovering any fact previously unknown to him and them. Also seek to impress upon them the necessity of putting everything to the test of experiment, showing them how they may answer their own questions and render themselves independent of authorities. In this way will the power of observation, judgment, and reason be cultivated and strengthened.

For the SCHOOL JOURNAL.

THE TEACHING OF MORALITY.

From the fine article on "Moral Instruction in the Public Schools" in the August *North American Review*, we collect the following terse assertions of Rev. Heber Newton:

- (1). "In any rational theory of education every thing should lead up to character and conduct."
- (2). "The task of ethical education is so delicate and fine that the wisest may well hesitate over it."
- (3). "Morality must be learned in school, as in actual life, amid secular activities."
- (4). "History, as now studied, has little or nothing of an ethical character."
- (5). "The great ethical principles can be traced in terms of physics, in the life of the bird and beast. The bee-hive and the ant-hill can be made text-books in social ethics."
- (6). "Habits are the molds into which the plastic spirit is to be run, shaping it into noble character."
- (7). "In our impatience for intellectual results we are sacrificing character upon the alter of knowledge."
- (8). "For all this work of moral education, the first step forward is the securing of a proper preparation for the speciality of character-culture in our normal schools. We must educate our educators."

For the SCHOOL JOURNAL.

"COMING DOWN" TO CHILDREN.

BY WOLSTAN DIXEY.

The great mistake in this matter lies right here at the beginning. It is in the postulate so generally taken, that the adapting oneself to children is a "coming down." The teacher's mind must be thoroughly disabused of this error before he can hope effectively to do his work. He should understand that, in order to reach the children, he must come *up* to them; unless he be one of those whose rare good fortune it is, never to have fallen from the high estate of childhood. And in this case let him remember that, surrounded by children, he is a king among peers.

In every prime intellectual quality, the children are superior. Until we recognize this, we can never teach them; and, almost as sad, we cannot learn of them. They came to us hungering and thirsting after truth. O had we wisdom and courage to give them the heavenly manna and lead them to living fountains! If we ourselves would only partake with them! But we have dwelt too long among the flesh pots of Egypt. We have become satisfied with names; and we fail to realize how much more noble a thing is the children's hunger than our fullness; how vastly more deserving they are of our respect than we of theirs. True, we have a mess of pottage, but they retain their birth-right. Simplicity, honesty, courage—these sterling essentials to intellectual power belong to the children. They have not yet lost their familiarity with *things* in a confusion of words. They are not afraid of truth. They have yet to learn the doubtful values of expediency and subservience. Our work for them is, if possible, to keep these weeds out of the garden; and for ourselves, not to mistake their rank growth for progress, but consider it rather, degeneracy.

In these days, our true educators look upon their work largely as training; and justly esteem the acquisition of facts as a means, only, to the desired end—the perfect health, the perfect equilibrium, of all our faculties. As we approach this end, we return to a path from which we have strayed; we *retrace our steps toward childhood*. The perfection we seek is a part of that kingdom into which we may in nowise enter except we become as little children.

For the SCHOOL JOURNAL.

THE ERUPTIONS IN JAVA.

By H. S.

The volcanic eruptions in Java which occurred during the week beginning Aug. 26, have no parallel in history. Mountains were torn asunder, a chain of volcanoes were thrown up in the sea and an immense tract of land was swallowed by it. It is estimated that as many as seventy-five thousand persons lost their lives. The disturbances began on the island of Krakatoa, which is situated between Sumatra and Java, fifteen miles from Java. The first eruption took place on the night of August 25. Showers of stones began to fall. At Sourabaya and Samarang, 500 miles away, red hot rocks and ashes fell. On Sunday morning the disturbances extended beneath the waters of the Strait of Sunda, which were soon boiling and hissing violently. The temperature of the sea went up nearly twenty degrees. The rumblings became more and more distinct, and at noon Java's largest volcanoes were sending forth flames at an alarming rate. The eruption spread until nearly fifteen volcanoes were in active operation. Just before dark a great cloud formed over the Genung Gunter, which began to vomit up enormous streams of sulphurous mud and quantities of lava. Explosions were followed by tremendous showers of cinders and rock, which were hurled high in the air. With the terrible eruptions came also demonstrations from the sea. At one time more than fifteen huge water spouts were seen.

Sunday evening the eruptions increased, and streams of lava poured incessantly down the sides of the mountains, sweeping everything before them. The hissing of the sea became so loud as to be almost deafening. Tuesday it was seen that an enormous tract of land had disappeared, covering an extent of territory about fifty miles square. In this were situated several villages whose population aggregated 15,000 souls, none of whom escaped. The entire Kandang range of mountains extending along the coast in a semi-circle, about sixty-five miles, sank out of sight. Three distinct columns of flame were seen to rise from the volcano of Papandayang, to a vast height. Stones fell for miles around. A whirlwind accompanied the eruption, which carried house-roofs, trees, men and horses into the air. Ashes covered the ground and roofs of houses to the depth of several inches. Then the mountain split into seven parts, from which lava flowed in large streams.

The most singular incident was the sudden rising on Tuesday, of fourteen new volcanic mountains in the Straits of Sunda, forming a complete chain of mountains, in almost a straight line between Java and Sumatra. The northern portion of the island which was covered with tracts of forest got on fire and soon was in one great blaze. As the eruptions became more frequent the waters around the coast became more violent. A portion of the city of Batavia was washed away. Twenty thousand Chinese, and eight hundred Europeans and Americans perished.

The U. S. Steamers Enterprise and Juniata, at Singapore, will proceed to make deep sea soundings to determine whether a navigable passage still exists between Java and Sumatra; as the Sunda Strait is the great thoroughfare between the Indian Ocean and the China Sea.

For the SCHOOL JOURNAL.

"THAN WHOM."

Mr. Cobbett, whose quaint grammar has just been reprinted, vigorously condemns the expression "than whom" as a sort of verbal outrage. Though admitting its use by "very good writers," he nevertheless denounces it as bad grammar, — a Parliament house phrase, and, hence, *corrupt*. This employment of the objective case after *than* is not, however, to be rejected as error. All the standard authors have used the expression *than whom*, and it is entirely too late now, and was in Cobbett's day too late, to cry it down. In this expression *than* throws off its customary grammatical guise, and appears as a preposition with the objective

case. Eliezer Edwards says in his "Words, Facts and Phrases": " *Than* is sometimes a conjunction and sometimes a preposition. In the phrase, 'He is wiser than I,' it is a conjunction; in 'He is wiser than me,' it is a preposition. Both are good English."

Webster's dictionary bears out this explanation, and in fact few grammarians will reject the objective after *than* as erroneous.

For the SCHOOL JOURNAL.

BUSY WORK.

By E. D. BRINKERHOFF, Roseland, Essex Co., N. J.

For the sake of argument let it be granted that Kindergarten occupations are not to be used in district schools, and that, for the first three years, children should not be required to learn lessons from books. Let us inquire, then, how to keep the children busy by employments relating to the school studies. The most available exercises come under the head of *slate work*. Let us see how far this is calculated to fill up the long hours when the teacher's attention is given to other grades.

Children ought not to copy what they can not read. But, waiving this objection, beginners are set to copying stories from board, chart, manuscript, or book. This affords immediate employment for some while others are several weeks learning to write. Then, for a time, we succeed in furnishing constant occupation to all. But in a few weeks more it begins to be seen that this exercise must be greatly restricted. By practice the children have become so expert in writing that they fill both sides of a large slate in a few minutes. Every slateful should be read aloud and the teacher should examine and criticise all the writing. Omit this, (for want of time,) and the children will lose interest and become careless in writing.

In arithmetic, the simplest examples are determining $6+3$, $7-5$, 8×4 , $20 \div 5$, etc., and adding single columns. To prevent figure work and counting and to make sure of number work, these examples must not be given until the pupil has had two years instruction. And when the time arrives for busy work of this kind it is little help towards keeping the scholars employed several hours every day.

Charts may be prepared containing easy drawings to be copied. But the children fail to do intelligent work and fall into bad habits if left to draw by themselves before the third year.

So restrict the use of these exercises and all other occupations that they shall not be liable to any serious objection; can we be expected to keep the children employed for the first two or three years? Fellow teachers, how do you solve this problem?

NOTEWORTHY EVENTS.

Aug. 28.—The steamboat Riverdale explodes her boiler on the Hudson river, killing and injuring sixteen persons. [What are some of the causes of boiler explosions?]—Volcanic eruptions continue in the island Java, causing great loss of life and property. [Where is the island of Java? What can you tell about it and its volcanoes?]—In Spain, Prime Minister Sagasta tendered to King Alfonso the resignation of the Ministry. [How old is King Alfonso? How long has he been on the throne?]

Aug. 30.—A treaty of peace effected between France and Annam, a French protectorate being recognized over Annam and Tonquin. [Where are these places and what is the object of the French in gaining them?]

Aug. 31.—Severe storms, and wrecks reported off Nova Scotia. [What bay is at the West of Nova Scotia, and what is its peculiarity?]—Political discontent at government exactions in Hungary.

Sept. 1.—The volcanic eruptions at Java subsided.—The crew of the Arctic exploring ship Varna rescued near the Island of Waigat. [Where is this island?]

Sept. 2.—The funeral obsequies of the Count de Chambord took place at Frohsdorf. [What other title and position were claimed by him?]

Sept. 3.—The steamer St. Germain, from Havre to New York, ran into the British steamer Woodburn, off Eddystone light, on the 26th, causing her to sink, with eighteen of her crew.—A train from Berlin ran into a crowd at Steglitz, killing and wounding forty persons. [Where is Steglitz?]—Successful inauguration at Washington of the new system of postal notes.—The French Admiral issues a notice declaring all the ports of Annam in a state of blockade. [What is a blockade?]

Sept. 4.—Chinese troops ordered to the frontier. The French Cabinet decides to send large reinforcements to Tonquin.—The village of Battincourt in Borneo, totally destroyed by fire.

Never does a man portray his own character so vividly as in his manner of portraying another's.—RICHARD.

For the SCHOOL JOURNAL.

DICTATION EXERCISES.

The following beautiful poem by Miss Proctor is well worthy a place among the treasures in your pupil's dictation book. It is left to the teacher's judgment to decide whether it is within the comprehension of his class.

MAXIMUS.

I hold him great who, for love's sake,
Can give with generous, earnest will;

Yet he who takes for loves's sweet sake

I think I hold more generous still.

I bow before the noble mind,
That freely some great wrong forgives;

Yet nobler is the one forgiven

Who bears that burden well, and lives.

It may be hard to gain, and still
To keep a lowly, steadfast heart;

Yet he who loses has to fill

A harder and a truer part.

Glorious it is to wear the crown
Of a deserved and pure success;

He who knows how to fail has won

A crown whose lustre is not less.

Great may be he who can command
And rule with just and tender sway;

Yet is diviner wisdom taught

Better by him who can obey.

Blessed are they who die for God
And earn the martyr's crown of light;

Yet he who lives for God may be

A greater conqueror in his sight.

Introduce the subject of the poem by a brief talk about its author; of her noble life among the sick and poor of London; something about her father, Barry Cornwall; name some of her well known poems; do everything to make the occasion remembered by your pupils.

LESSONS IN READING.

THE PLANTING OF THE APPLE TREE.

Come, let us plant the apple tree!
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mold with kindly care,

And press it o'er them tenderly.
As round the sleeping infant's feet
We softly fold the cradle-sheet,

So plant we the apple-tree.

Who wrote this poem? When born? When did he die? How is he contrasted with Whittier? What are some of his most famous poems? Quote from him. What sort of a word is apple-tree? What is greensward? What is mold? Analyze gently, kindly, tenderly, sleeping, softly. What does tenderly rhyme with? What force should be used in this? What time? How many kinds of pauses, grammatical and rhetorical? Which kind do readers follow? Why pause after "come" (ellipsis). Why after "tree"? "spade"? Why after "there"? Why emphasize "come"? "apple-tree"? Point out emphatic words in each line. What is the emphatic word in the 2nd line? 3rd? 4th? 5th? 6th? 7th? 8th? 9th? Have we any figure of speech in this stanza? What simile in the 7th and 8th lines? Is this description or narration? Has it a refrain? What is the object of the poet? Give synonyms of plant, cleave, tough, wide, hollow, made, gently, lay, sift, mold, kindly, press, tenderly, infant, softly. What sort of a sentence is the first line? Point out the parts of the other sentence. How many acts in the work? What is the first, the second, etc.

AN improvement in blackboards used in schools for displaying examples in mathematics and similar purposes has been patented by Mr. Otis M. Mitchell, of Marathon, N. Y. It is so constructed that an example or copy may be exhibited in connection with the board, and at the same time the latter may be used as a desk, arrangement being made for swinging it from the wall, and lowering the other portion to form a table or desk. A convenient table or desk for making drawings, etc., is thus improvised when the article is not required for a blackboard.

THINGS TO TELL THE SCHOLARS.

VESEVIUS.—Letters from Naples say that the condition of the volcano has again become an object of serious attention to Professor Palmieri, and of wondering interest to ordinary spectators. Since the 21st of June the activity of the crater has been steadily increasing, the first symptom being the outburst of a column of flame, visible at a great distance. Every night a fiery glow, like a gigantic crown, hovers over the summit, forming in the clear summer night a spectacle of mingled picturesqueness and terror.

BRASS AND ITS USES.—Brass is mentioned in the earliest writings, although in many instances the word bronze would more correctly represent the character of the metal spoken of. Among the ancients those who could not ornament with pure, solid gold seized that which looked the most like it, and answered practically the same purposes. Brass as an alloy will bear a variety of metals. Corinthian brass of the ancients, combined, in its make, a proportion of gold and silver, as well as copper, tin, and other metals. Metallurgy is now so well understood that copper, zinc, tin, magnesia, sal ammonia, crude tartar, and other chemicals in the hands of practical artisans, may be so combined that a metal can be made which will not only look like gold, but take a finer finish and remain longer bright, whether in use or in a state of rest, than the purest gold of California. For this higher grade of brass there is an increasing demand for many purposes.

KOSSUTH.—The Hungarian patriot is now in his eighty-second year, and resides in Turin. In writing the history of his eventful life, he has but lately finished the account of his boyhood. He tells us, among other stories, that his chief instructor in law at Pesth was the famous Hungarian jurist, Alexander Kovy. After Kovy had examined Kossuth and Derczenvi at the end of their first "semester" or university term, the gruff old Professor exclaimed, "These two lads understand the law better than all the big lawyers on the royal bench." One day the students manifested their impatience at the length of Kovy's lecture by noisily scraping their feet. The Professor suddenly stopped, brought his hand down upon his desk with a terrific crash, called out angrily: "you impudent scoundrels!" and left the lecture-room. The students, under Kossuth's leadership, held a meeting, and voted that an apology should be demanded from the Professor. Before Kovy began his next lecture, Kossuth stood up and said to the learned jurist in the name of himself and his fellow-students: "Respected Domine Professor, we have come here to learn from you, and not to be insulted with opprobrious names. You have called us 'scoundrels.' We have unanimously resolved to withdraw from this class unless you retract this calumnious expression." "You commit a stupidity," replied the Professor, "of which I shall take no notice." He began his lecture, Kossuth and his fellows at once rose, and a formal secession took place. The Professor was left to address the empty benches. The next day Kovy met young Kossuth, and said: "Come to the lecture-room to-morrow, and we will see what can be done." Of course the students flocked in, and Kovy began: "The other day there was a little misadventure in this room, which I heartily regret. I suspected you of a malicious plot, and naturally was indignant. After thinking the matter well over, I am convinced that the incident was no token of personal ill will toward your teacher. Let us one and all forget the business, and lose no more of our precious time." The students were charmed with his apology, for as such they agreed to accept it. After the lecture the old man pointed to their leader, and said, in the hearing of the whole class: "As for the Dominus Kossuth there, he will some day be a rebel against a higher authority than mine in this land."

No conflict is so severe as his who labors to subdue himself.—THOMAS A KEMPIS.

THE OLD SCHOOL-HOUSE.

BY A. S.

I wandered alone down yonder lane,
Where once "with the boys" I ran in play,
But to-day I leaned heavily on my cane,
And noticed each change with a sense of pain.
By the road-side the grass was not worn away;
Undisturbed, all in place, on the wall lay each stone.
While ferns and flowers grew rank in the wood,
And the now vacant plot to tall grass was grown,
In the place where the old school-house stood.
I seated myself on that large corner-stone
Of the level field, the one on the right;
And I thought of the boys now to manhood grown,
Who had played with me there ere care was known,
Ere our trust in the world took its flight;
A few gray-haired men came to my mind,
Who stood like myself as old trees in a wood,
Who might wander as I, some day to find
The place where the old school-house stood.
We, who played around this now lone plot,
Have since played in life a far different game:
But down in our hearts we n'er once forgot
The scenes that cluster around this spot,
'Mid all life's changes they seem the same.
Many who played here have long been at rest,
Some going while earth seemed yet to them good;
In my musing I saw them, I, young with the rest,
As I sat where the old school-house stood.
I thought of the teachers who had tried to make
Us careless boys into wise, useful men,
O, the trouble, I remembered, that some did take
A love for the right in our young minds to wake,
Thinking that love would ne'er leave us again;
They have met, some of us, in that home above,
Where this puzzling life is all understood,
And I thought of them all with a reverent love.
As I sat where the old school-house stood
All took different paths when we parted here,
Alas! some of us were never again to meet;
Some paths proved short—the end so near,
And some were pleasant, and some so drear.
Each had strange mingling of bitter and sweet;
Then I heard a sound, it was like a wail,
But only a cool breeze came from the wood,
And it waved the grass like a mourner's veil,
O'er the place where the old school-house stood.

For the SCHOOL JOURNAL.

TWO WAYS OF LOOKING AT IT.

BY LEOLINE WATERMAN.

CHARACTERS—Maud Ingles, Bertha Williams, and

Mrs. Williams.

Maud. Oh, Bertha, arent you sorry school begins

next Monday?

Bertha. Sorry! Why, no, I don't think I am.

M. Not sorry! How funny! I am awfully cross about it. Have'nt you enjoyed vacation?

B. Yes, indeed, I have, but then, Maud, you know all play and no work makes Jack a dull boy."

M. Bother! Don't repeat that to me. Grandma is always throwing it in my face. I, for one, would be quite willing to run the risk of being dull if I could only have another month or two of vacation.

B. What would you do?

M. Do? Oh, ever so many things. I'd lie in the hammock most of the time and read story books.

B. I don't believe you would enjoy yourself.

M. Wouldnt I? I guess I would! (emphatically.)

B. No, you wouldnt, because you would be doing wrong.

M. It isnt wrong to read stories.

B. It is if you have something better to do, and everyone ought to improve his mind. Did you ever think, Maud, what a wonderful thing your brain is?

M. No, I never did, but (thoughtfully) it is strange how we can learn and remember things. I wish I knew how it is done. Wouldnt it be fun if we could look right in to each other's heads and see what is going on inside?

B. Those are some of the things we will learn at school. In physiology we will learn all about the size and shape of the brain, and the different parts into which it is divided; and when we study mental philosophy we will find how it is that we are able to learn and remember, etc. O, Maud, I am glad to go to school, there are so many things I want to learn.

M. There is plenty of time. We are only little girls now.

B. O, Lizzie, how can you say so! It is not likely that either you or I will live to be more than fifty or

sixty years old, and if we study ever so hard, we cannot graduate from school much before we are twenty. Just think, that would be one third of our whole lives spent in just getting ready! Even then we would only make a little beginning. If we studied all our lives there would still be ever and ever so many things that we would not know.

M. If that is true what is the use of trying it all?

B. The use of it? Why, Maud! I can't begin to tell you all the use it will be.

M. Well, tell me the use of geology if you can. My cousin Dick has been studying geology, and he has got a great cabinet full of stones, and knows all their names. Now what good will it ever do him?

B. Perhaps it may make his fortune some day.

M. How?

B. I will tell you about a man that Papa knew once. He was a very poor man, but he had a good education, and one day when he was walking through a field he noticed a particular kind of rock lying about. He had studied geology and knew that that kind of rock was often found near coal mines. So he examined the place very carefully, and collected pieces of the stone. Very soon he made up his mind that there must be coal under ground. He went and told the owner of the land, and together they dug down; and, sure enough, they found the coal. In a few years the man became very rich, but he never would have found the coal mine if he had not studied geology.

M. What a nice story! I should like to study such things, but I do get so tired of learning old geography and arithmetic and spelling.

(Mrs. Williams enters unnoticed.)

Mrs. W. What are you little girls talking about so earnestly?

B. Oh, Mamma, I am so glad to see you. Please tell Maud why we have to study spelling and geography and arithmetic before we can learn such things as physiology and geology.

Mrs. W. (Smiling.) I am afraid neither of you would enjoy those studies any better now than you do the common ones your teacher gives you.

M. But why, Mrs. Williams?

Mrs. W. Let me think a minute and see if I can make it clear to you. Do you remember, Maud, the day that you and Bertha and I climbed to the top of Mount Lofty?

M. Yes, ma'am, indeed I do! How tired we were before we got to the top!

B. Yes, but what a beautiful view we had when we did get there!

Mrs. W. Well, that is very much the way it is with studying. At the bottom of the mountain it was very hot and dusty. The road was steep, and we were almost tempted to turn back. As we climbed higher, however, we began to see a little of the view here and there, and when we reached the summit we forgot all the long, hard way we had come. Just so it is in studying. At first it is hard work, and we are almost ready to give up trying, but by-and-bye it won't be so. Keep on, girls, and don't be discouraged. It is the only way that you can become cultivated, intelligent women.

B. and M. (together.) We will try! We will try!

M. (Holding out her hand.) Good-bye, Bertha. I am glad we have had this talk, and I think now I agree with you in being glad that school begins next Monday.

LEARN TO SAY NO.

FOR DECLAMATION.

The true way is never to begin the use of strong drink. You think you are strong but you do not know how weak you are. You may never be able to stop. The very fact that you do not refuse now shows that you are weak. Every time you yield to temptation you grow weaker; just as your appetite grows stronger you will grow weaker and become less able to stop. It will never again be so easy to stop as now. If you are invited in company, give a polite, but a proud refusal. Every one present will respect you for it, no matter what they say. You will be stronger yourself, and some one may be influenced by you. Have the courage to say "I do not drink." Let your clear eye and honest expression show that you mean *just what you say*. If any one taunts you with your cowardice, tell him that he is afraid to be independent, while you are not, and that you do not choose to join the ranks of those who go down into drunkards' graves 60,000 strong in this country every year.

The more a man denies himself the more he shall obtain from God.—HORACE.

EDUCATIONAL NOTES.

NEW YORK CITY.

The Misses Chadeayne's school, 518 Madison avenue, New York city, will enter upon the approaching term with as superior advantages as those possessed by any school for young ladies in our own country or abroad.

ELSEWHERE.

CONNECTICUT.—The "Gunnery," the noted school for boys at Washington, Conn., established and so long conducted by the late Mr. Gunn, the "Bird's Nest" of Dr. Holland's pleasing novel entitled "Arthur Bonnycastle," enjoyed great prosperity during the academic year that closed last June.

WASHINGTON, D. C.—Acts of Congress and army regulations make provision for the establishment and maintenance of schools at all garrisoned posts, both for illiterate soldiers and for the children of officers and enlisted men. Last year the returns showed that there were over 150 post schools in existence, yet Gen. Sherman reported of them "that they cannot be said to be successful," and, as a matter of fact, the average attendance of enlisted men was less than five per cent.

PENNSYLVANIA.—The annual report of Borough Supt. Gotwals shows that the public schools of Norristown have made excellent progress during the past year with the remarkably economical expenditure of \$11.55 per pupil, inclusive of text-books, teachers' salaries, janitors' pay, fuel, stationery, etc. He says, regarding the hindrances placed in the way by parents: "Boys and girls are allowed to spend evening after evening away from home, robbing themselves of that restorer of the body, sleep, besides coming to school the next day with mind filled with the revelry of the night before, thus being totally unfit for the application of the mind to the work of the school. The reading of the trashy literature which finds its way into pupils' hands is also a hindrance to the progress of the child. Teachers do all they can to discourage its use. In some cases they have been successful, in others they have been powerless."

KENTUCKY.—It would be well if there were more places like Falmouth, in Kentucky. Mr. W. S. Smith, an energetic educator, writes: "I have had the honor to be selected by the school board of Falmouth, Pendleton county, to organize and conduct the public school in that enterprising town. The house is now nearing completion and is to cost \$6,000. It is building wholly at public expense and is the result of a tax voted by the whole people. They tell me there were but five votes cast against it and there are now no citizens against it in principle or practice. The rooms are to be 32 x 26 ft., with 15-foot ceilings and all finished with deadened floors and latest style blackboards. The halls are built across the front of the rooms, and are to contain a double system of stairways, for safe exit in case of accident. The building is of brick and its foundation is of limestone. It is to be finished up with a bell-tower, and will be as handsome a building as \$6,000 will build.

MISSOURI.—Judge Krekel, of the U. S. District Court, Missouri, has recently established a precedent in the imposition of sentences for violation of law that may be followed with good results. Wm. Hannah was arraigned in that court on the charge of selling liquor to Indians. He pleaded guilty, and gave as an excuse his ignorance of the law, and stated he could neither read nor write. The Judge, not desiring to be too severe on an ignorant man whose first offense was, perhaps, accidental, sentenced him to the jail until he should be able to write a letter. Hannah expressed a doubt as to his being able to learn the art of writing, but the Judge assured him it could be done, if he applied himself, within a reasonable time, and in order to help him, he would assign him a teacher. This teacher was one Martin, who, having been convicted of cutting timber off government lands, was awaiting sentence. Calling up Martin, the Judge sentenced him to the jail for a term to expire when he should have taught the man Hannah to write. Martin willingly consented, and the two men went to jail. The success of this experiment in compulsory education was evidenced by the appearance, before the clerk of the court, of Hannah, who presented a specimen of very fair penmanship as a result of a little over three weeks' application. As a further test, the clerk requested him to write a letter. This test was rather too much for Hannah, who lacked readiness in composition and was at a loss, he explained, for ideas. The clerk then dictated a letter to him, which he wrote very well, and having complied with the order of the court by learning to write he was discharged. Martin was also discharged, having completed his part of the undertaking in teaching his fellow prisoner to write. —Why may not Judge Krekel's method prove to be the best solution of the illiteracy-crime problem?

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

Is Pantheism also respectable? Must an educational journal give place to a denial of God or of his essential attributes to show its non-sectarianism? You gave a sketch of a lecture by Dr. Harris before the Concord School of Philosophy to show our immortality. Of what use is a proof of immortality that is based on a denial of God? This is the spiritualistic conception. You ought to have gone to Boston as I did, and groped your way through the darkness of the Boston Pantheism, you would then, I am sure, give it no quarter, and would not consider it necessary to publish it in the SCHOOL JOURNAL. This School asserts that the Divine being first comes to consciousness in man. God never knew anything until man had evolved, and knows nothing now except through man. According to this philosophy the Bible is a delusion, the Hebrew conception of God vain and foolish, the Hindoo Nirvana is the only wisdom. I pity the Concord Hindoos, but I see no reason why we should encourage them by putting their crude unbelief before the public. I should not think you would wish to injure Dr. Harris by printing such sentiments from him. If understood they would certainly destroy his influence, as that Spiritualist in N. Y. was ruined *educationally*. Probably, however, it will be passed over as an incomprehensible piece of bombast, out of the ordinary sphere of thought. The Concord philosophy has no life in it. It is Pantheistic, which is only another name for Atheistic. D. P. L.

[We do not so look at the ideas of Dr. Harris. He simply attempted to show on philosophic grounds that man is immortal.—Ed.]

TESTIMONIALS.—From the Principal of the Ohio Central Normal School: "'O the dead schools! And the dearer teachers!! How shall we lift them into the light of true learning and true teaching?' were my mental exclamations after a few hours' examination of F. W. Parker's 'TALKS ON TEACHING.' This little book is a godsend. Every teacher in this land and every other should send for it at once, and read and catch inspiration from it; not because it is such a great book, but because it is such a simple, truthful little book. Col. Parker's great excellence seems to lie in his ability to formulate old truths, and to do what other people have only dared talk about. While reading it, we seem to see old thoughts and vague ideas taking tangibility and trooping about us in new dresses and hastening to form into line, ready for action. The 'New Education' will hereby be lifted into the light of experience, and other men, and even better books, will be the outgrowth of this. The world owes Col. Parker a lasting debt of gratitude for pushing our outposts so far into the enemy's country. Let us follow up with the main line and plant our standards on the very ramparts of ignorance and indifference to the true philosophy of teaching.'

JOHN OGDEN.

I see frequent reference to the Harvard "colors." What is meant?

C. MOFFAT.

[By a very old custom, each college adopts a color or combination of colors, to be used in various ways by its students and friends as badges of designation. The following includes the names of most of the prominent colleges of the United States: Vassar, pink and gray; Harvard, crimson; Yale, blue; Brown, brown; Williams, royal purple; Bowdoin, white; Wesleyan, lavender; Amherst, purple and white; Dartmouth, green; Union, magenta; Hamilton, orange; Rutgers, scarlet; Rochester, magenta and white; Princeton, orange and black; Columbia, blue and white; Cornell, carnelian; Trinity, red and blue; University of the City of New York, violet; Syracuse University, blue and pink; University of Pennsylvania, blue and red; University of California, pink; Colby, gray; Kenyon, mauve; Lafayette, maroon and white; Tufts, blue and brown; Univ. of Va., cardinal and gray; Michigan, azure blue; Western Reserve, bismuth and purple.—Ed.]

You say the teacher should be a gentleman. I agree with you fully. What is it to be a gentleman? I know a teacher who does not use tobacco in any way, nor intoxicating drinks of any kind, nor indecent or profane language. He pays all his debts; he does not dress very fine, and is a very poor hand to put on airs and be over polite in company; but tries to treat people with proper respect in public and private. He works in the

corn-field in summer and teaches in winter. Is he a gentleman?

J. C. B.

[Most certainly. It is not the clothes, or a set form of works, or a trained manner in society makes the gentleman. He who in kindness and gentleness acts out the Golden Rule toward "man, and bird and beast" is a gentleman.—Ed.]

A lady, going back to her home from a city where she had graduated at a high school, writes: Please give a few suggestions as to how the Institute may be made to amount to something. The situation here is truly lamentable—the teachers are so incompetent! The parents are ignorant and blind to the interests of their children. The young boys are growing up in ignorance, surrounded by vice, learning bad habits and many becoming roughs and scourges to society. Six years ago I went to school here with a family of boys. To-day, one is in the penitentiary, two others are in jail, one wandering around, and one is, though in his teens, the horror of the county. Only two young men of all I knew have turned out well! Have we not need of good schools?

R.

FIRST TEACHING has been a great aid to me; it has made me desirous of knowing more about teaching, so I have concluded to go to a normal school. Now which would you recommend?

H. A. W.

Penn.

[We shall recommend you to go to Normalville, Ill., (Chicago) and attend Col. Parker's Normal School. If for no other reason than the demand there is for "Quincy" teachers; but there are other reasons. Education as an art is put on a psychological foundation where it ought to stand.—Ed.]

Is "telegraphy" an authorized English word? And is it proper to say, "There is no telegraphy here?"

[*"Telegraphy"* may be found in Rev. Walter Skeat's etymological dictionary, and that we deem the very highest authority at present. The word might be employed in the sense mentioned, but there would seem to be no necessity for it. A gentleman in quest of a photograph gallery will not usually inquire, "Please, sir, is there photography hereabout?"—Ed.]

The people of North Carolina, at least the western part of it, are but just beginning to wake up to their educational interests. Until very lately, Webster's Spelling Book has been "the one thing needful" in the way of books, and any one who would teach that was equal to all their demands for "book larnin'." It is still so in many districts.

L. G. K.

Is the following sentence correct? "I say that tonight you will not have sold \$75 worth of goods to-day." Would it be considered good English as it stands?

Ark.

[It is not an elegant sentence, but is grammatical: the meaning is apposite enough; but your English is not good English.—Ed.]

Is there a work on Natural History published giving the picture of each animal in its natural color? If so, by whom, and the cost of the same? Please answer in the next issue of the INSTITUTE and JOURNAL, and oblige,

JAS. C. ANDERSON.

Carrollton, Mo.

[Who can answer this?—Ed.]

Will you please inform me where I can secure stencils? I wish to make some charts to use in my school during the coming winter. Very few of the scholars are supplied with music-books, and I think of trying the plan given in the INSTITUTE.

H. H. R.

Okla.

[Who can tell?—Ed.]

Can you tell me where I can send to get Prof. Painter's address on "The Modern Languages versus The Ancient Languages." I saw it mentioned in the last issue of the JOURNAL, and would be glad to get it.

F. W. N.

[Who can answer this?—Ed.]

"Talks on Teaching" came to hand promptly. I cannot express my satisfaction better than to say that no amount of money could tempt me to part with it if no more were to be had.

J. H. ORCUTT.

Wheatland, Iowa.

From the Supt. of the Quincy schools: "Each one of the twenty-five chapters is worth the price of the book to any teacher who is striving to do better work in the school-room. It should find a place in the library of every progressive teacher."

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EDUCATIONAL MISCELLANY.

SOUL-SERVICE.

There are a great many ways of power—among others, teaching. Power that comes from knowledge is not to be despised; but, after all, it is the teacher quite as much as the thing taught. There were one or two men in college when I was there who will never die out of my memory. I do not remember a single proposition in Euclid, nor one single problem in Algebra, nor one single lesson in Latin, nor one in Greek; I do not remember the act of being taught by anybody, though I was taught some; but the men that taught me—I remember them. They were men of quite a wide range. There was the venerable Dr. Humphrey, an old prophet, as it were. There was a grandeur in the man's conscience, and in his large sense of manliness. I recollect him in my life, and think back to him. And there was Professor Hitchcock, in the chair of Natural Sciences. I shall never lose the thought of him. I ate at his table, and saw him daily for a whole year; and to see him was to learn the best of lessons. I learned from him of shells, and bird-tracks, and the other clues in geology revealed by him; but he was the most phenomenal of all things that I learned. And there was Professor Fiske, pale and slender, our teacher of Greek—intense, acrid, crystalline, the father of "H. H." in literature, whose poems are known wherever the English language is spoken. Although he was not exactly the gushing kind of man that at that time I should have liked, nevertheless he was a man in his way.

Now the books I have forgotten, and the lectures I have forgotten; but the men who gave them—not one of them, not one of them! Knowledge is good; books can catch that; but when a man teaches it, he teaches more than knowledge. He gives himself to you, and works upon you.

In moulding from a lower to a higher life there is nothing like the direct personal influence of one soul on another. Take the return traveler, a man who has been through the wars, and comes back to the village where he lived, a veteran, brawny and bronzed, limping, lame and poor. Let the boys of the neighborhood be gathered around him on a summer's afternoon while he recites his feats of arms. They are charmed as Apollo's lute could never have charmed them; and as they come and go, they draw their idea of heroism largely from him in their untaught rude way, and when they strike each other, or are unfair to each other, and he shakes his crippled finger at the boy and says, "That will never do, that is not heroic," all the ministers and deacons in town could not lead the boys to be honorable and noble as quickly as that old man. Boys look out for heroes; and if they do not find them it is because they are so scarce in most neighborhoods. As I remember, I would have run my little feet off for certain persons that were kind to me in my childhood. I had a good many things tried on me to lift me up to a higher life. There were too many quince bushes growing in my father's garden; and though they lifted up my voice often, I do not think they lifted me, or did me much good. Then there was the catechism. They tried to form me by that. I do not know that I retain very much affection for that. I am not aware that it shaped me in any way whatever to any considerable extent. The pulpit was tried on me, and had my own father in it; but as I was in a corner around down there, I never saw him in the pulpit in all my young life. He flew like an eagle, and ramped like a lion, and went away over my height, and I do not think I got very much good out of his preaching in my early life. But there were one or two persons in humble life that looked after me with great consideration and compassion. I do not mean because I was a handsome boy. I remember being petted; and I remember having long golden, auburn hair hanging down my back; and as it was often curled for me I was flattered about it. I remember my pain when it was cut off for the benefit of my soul! But all the compliments and courtesies of those round about me did not, as

far as I know, ever produce any considerable effect on me. Nor did music. Landscape, and some few books, (for there were but few books then for children) did produce an impression on me. But there was a woman in plain, humble life, and one man, who produced effects upon my soul that nobody else and nothing else did. They took to me. They made me feel when I came into their presence that I had come into another atmosphere, as distinct as if I had come out of a wintry air into a house warmed throughout. This is the Christ influence that we can bring to bear upon souls to lift people up, and make their way easy.

Wretched is that child which has to grow up without anybody to care for it, to love it, to sympathize with it, to lift it up, and to bear with it while it is learning to get up. But there are tens of thousands of just such children around about us all the time, in trouble and in grief.—HENRY WARD BEECHER.

GLADSTONE AS A BOY.—John Gladstone, the father of the present Premier of Great Britain, liked that his children should exercise their judgment by stating the why and wherefore of every opinion they offered, and a college friend of William's who visited him during the summer of 1829, furnishes amusing pictures of the family customs in that house, "where the children and their parents argued upon everything. They would debate as to whether the trout should be boiled or broiled, whether a window should be opened, and whether it was likely to be fine or wet next day. It was always perfectly good humored, but curious to a stranger because of the evident care which all of the disputants took to advance no propositions, even to the prospects of a rain, rashly. One day Thomas Gladstone knocked down a wasp with his handkerchief, and was about to crush it on the table when the father started the question as to whether he had the right to kill the insect; and this point was discussed with as much seriousness as if a human life had been at stake. When at last it was adjudged that death was deserved because it was a trespasser in the drawing-room, a common enemy and a danger there, it was found that the insect had crawled from under the handkerchief, and was flying away with a sniggering sort of buzz as if to mock them all. On another occasion William Gladstone and his sister Mary disputed as to where a certain picture ought to be hung. An old Scotch servant came in with a ladder and stood irresolute while the argument progressed; but as Miss Mary would not yield, William gallantly ceased from speech, though unconvinced, of course. The servant then hung up the picture where the young lady ordered; but when he had done this he crossed the room and hammered a nail into the opposite wall. He was asked why he did this: "Aweel, miss, that'll do to hang the picture on when ye'll have come round to Master Willie's opinion." The family generally did come round to William's opinion, for the resources of his tongue-fencing were wonderful, and his father, who admired a clever feint as much as a straight thrust, never failed to encourage him by saying, "Hear, hear! well said; well put, Willie," if the young debater bore himself well in the encounter.

WHERE THE NICKEL COMES FROM.—Nickel is extensively used for various purposes, and yet few people are aware that there is but one nickel mine in the United States which is now worked. This mine is situated in Lancaster county, Pennsylvania. It has been worked for seventeen years, and developed to a depth of 200 feet. The length of this lode is between 2,000 and 3,000 feet, and it produces from 400 to 600 tons per month, employing in the working of the mine a force of 175 men. In the arts, nickel is rapidly growing into favor as a substitute for silver in plating steel, iron and other metals. Its commercial demand is rapidly increasing, and, as it is much cheaper than silver, it will undoubtedly be adopted in the manufacture of many articles as a substitute for that more precious metal.

SCHOOL-ROOM DISEASES.

A disease which is believed to originate in the school-room is myopia or short-sightedness. The causes of this are found, not only in the insufficient light of the school-room, but principally in the permanent nearness of the reading matter to the eye, connected with the bending forward of the heads. Alternations of light and shade are also injurious to the vision. Scholars shut up in semi-darkness find their eyes seriously affected for some minutes after coming into a strong light. This weakens the optic nerve, and reduces the length of vision. The light should be kept as near medium in quantity as possible.

Dullness in the head, headache and congestion of the blood of the brain are set down as peculiar scholastic diseases. The doctors attribute this class of ailments to bad ventilation, and heating school-rooms with iron stoves, which impart a dryness to the air, and take from it its life-giving principle.

Bleeding from the nose is also rapidly on the increase in schools. This is accounted for from the causes just given. The higher classes are more disposed to this manifestation than the lower. Increased mental labor would account for the difference in the numbers.

Curvature of the dorsal column is strikingly noticeable among the pupils of the schools, who have been in attendance for some years. It invariably commences between the ages of six and fourteen, and as the curvature of the spine in six hundred and nineteen cases out of seven hundred and forty-two which were examined, corresponded to the bending of the spine as it is caused in writing, figuring, drawing, and by almost every kind of needle-work, it evidently cannot be attributed to any other cause than the habitual deflection of that part of the body.

Pulmonary diseases are also ranked among those which may be induced by the imperfect construction of school-houses. Poor ventilation, dust in school-rooms, and especially defective movements of the lungs and the diaphragm, must occasion many pulmonary diseases. Scrofulous taints are also developed and aggravated by causes such as those mentioned, while a large class of abdominal complaints find their origin in defective seats, improper confinement, and false habits in the schools, whereby the circulation of the blood in the abdominal regions may become interrupted.

ENGLAND.—A law was before the House of Lords, prohibiting pigeon-shooting and it was defeated. This is one of the most cruel of sports invented by the idle class to while away the time in London. The pigeons are confined in a trap from which they are forced out, to be fired at from a distance of thirty yards or so. Matches are so numerous and the slaughter at them so great that the supply of pigeons for them has become a great industry. Large numbers of birds are not killed outright, but fly away wounded, to die miserably. A gentleman who had taken a house close by a pigeon-shooting ground near London was sustained by the courts in an attempt to prevent its use, owing to the annoyance and pain caused by the flight of the wounded pigeons into his grounds and windows. The Princess of Wales made a stand against the practice, and it is her influence which led to the introduction of the bill into the House of Commons. The Lords are among the chief pigeon-shooters.

VENEZUELA.—On the 31st of July, 1883, a statue of General Washington was unveiled. There was a very large attendance upon the occasion, on the part of government officials and of prominent citizens of Caracas, and the square and streets leading to it were filled with a very enthusiastic crowd of people. After an address, the President of Venezuela stepped forward and placed a beautiful wreath upon the statue. His example was followed by Admiral Cooper and a large number of others. The statue is of bronze, by an American artist named O'Donovan, and is very fine. The artist has given a very life-like and noble expression to the countenance, and the proportions of the figure, which is dressed in military uniform, are excellent.

FOR THE SCHOLARS.

HOW JOHNNY FLEW HIS KITE.

BY WOLSTAN DIXEY.

"I tell you what it is," said Johnny, "the reason the old thing won't pull is because she ain't hung right!"

"I know all that, fast enough," said Karl, "but how are you going to hang her right? That's what I'd like to have you tell me."

"Well, now, look here, and I'll show you. This string at the top, here, is short, and this lower one is long. When the wind strikes her, she gives at the bottom more than she does at the top; that slants her forward, and makes her go up. Now, suppose I shorten this lower string, it stands to reason, don't it, that she won't give so much at the bottom? Consequence is, she won't go so high, but she'll pull harder."

"Let's try it, then," said Karl. "We've got to do something; she don't pull worth a cent. You do the fixin', and I'll get some more tail somewhere; she hasn't got enough to keep her steady."

Karl went into the shed and into the house, in search of material that might be converted into kite-tail, while Johnny, in the barn, turned his philosophy to practice, and presently appeared in the yard with the kite in his hand; this time hung "like something," as he expressed it to himself. Karl came to the door with one hand full of listing and colored strips of cloth, to ask if he had "got her fixed?"

Johnny was just going through the bars into the large twenty acre "piece" back of the barn. He was impatient and called back: "Yes, hurry up! I want to try her. Bring something for a bob."

Karl stepped back, a moment into the kitchen, and then came running out after Johnny, who had laid the kite down, and was a good way across the field, unwinding the line as he went. Karl knotted the tail together as quickly as he could, and tied on the bob. He took pains to make it secure, grinning while he did so, as though he perceived a very funny joke in the simple matter of tying a bob to a kite-tail. This done, he held up the kite, crying: "Here she goes!" Not being a philosopher, he hadn't the slightest idea that "she" would go, and only said this by way of self-encouragement; Johnny, on the contrary, had profound faith in the power of logic, and expected the kite to rise grandly, which it did without any coaxing; and so well were his hopes fulfilled in regard to "pulling," that he was obliged to call his brother to come quickly and help him. Karl joined him, and they let the twine out to its full length; and, having got to the other end of the field, they were just about to breathe freely and exchange observations, when Johnny discovered his father standing on the house doorstep, beckoning to them.

"Oh plague take it!" said Johnny, "just as we've got her up!"

"Fasten her to a tree," suggested Karl. They did this, and walked back across the lot toward the house.

"What do you s'pose he wants?" said Johnny.

"I dunno," said Karl. He looked up at the kite, and a grin crept back into his face; a half-guilty grin that showed plainly he did know what was wanted; but he kept silent and locked his father straight in the face as he asked: "Here, boys, have either of you been into the house and taken that mortgage off the table!"

Then Karl pointed up at the white bob waving about on the end of the kite-tail, and answered, with all the assumption of dignity that he could muster. "Yes sir, I lifted it."

His father was a kind man, and could not help laughing at the queer conceit; but he quite sobered Karl by telling him that he had done very wrong in meddling, and must get the paper down again and bring it in at once.

"All right, sir," said Karl, and the brothers started off across the field.

"What did you do that for?" said Johnny, "Just spoiled the whole business!"

Karl couldn't tell what he did it for. He only declared "you told me to hurry up, and bring a bob!"

The paper was lying on the table, and just the right size; so he seized it and tied it on.

Of the nature of mortgages in general, Karl's ideas were rather vague, but he had received the definite impression in regard to this particular one that it must be "lifted," though in just what sense he was puzzled to understand. He did not know of the sleepless, tossing nights his parents had passed on account of it; nor did he know that it was the near approach of its foreclosure which had led his father to bring out the duplicate of

the deed, that morning, and look it over in a sort of forlorn hope that by staring the trouble in the face, some expedient for avoiding it might suggest itself. What the boys knew about it was, that their father needed a large sum of money before a certain day; but they were not at all clear as to just how large a sum, or how it was to operate in setting matters right. Just now, the trouble uppermost in their minds was that the kite had got to come down. Johnny tried to untie the line, but a lusty breeze was blowing up above; the kite had given a number of lively jerks to get away, and the knot had been drawn so tightly that Karl had to cut it with his knife.

"Here, let me cut it," said Johnny taking hold of the line. He was about to add, "And you hold it," but Karl had already cut, and Johnny had let go his hold to take the knife, so that the kite sailed off over the school house and down into the woods, as gracefully as if it had been made for no other purpose than to fly away on its own account.

"Hold on!" said Johnny, "There! there! there! all that twine, the mortgage, and all! What did you cut it for?"

"What did you let go for?" said Karl.

The boys looked at each other for a moment, and then Karl lay down on his back, in the grass, and shouted with laughter.

"But think of the mortgage, Karl!" said Johnny, "What will father say?"

The laughing stopped short at this, and Karl jumped to his feet, every smile disappearing from his face.

"The mortgage, that's so! Can't we find it?"

"No, we'll never get it again in the world."

"Where did she go down?"

"Right so, just in a line from here, back of that chimney."

"Bell's Woods!" exclaimed Karl. "Dars't you go with me?"

"Of course I had," said Johnny, "I'll go where you will."

"Bell's Woods" was not an inviting locality in which to search for a kite, or anything else of an agreeable nature, although it was currently reported that any one in quest of snakes or chills and fever, might be abundantly accommodated. This was only a notion, but it was only a fact that a man had been found there, not long since, with his throat cut, and this was enough to establish a belief in the neighborhood that the place was dangerous territory, and full of throat-cutting characters; so that the boys considered it an adventurous undertaking to enter "Bell's Woods."

Courage is said to be, not the absence of fear, but the power to overcome it; and this power is often greater in boys than in men. Karl and Johnny felt it to be a matter of honor that they should brave any danger in recovering the mortgage deed. They did not know that it was but a copy and of no particular value. They knew only that their father wanted it, and they must get it; so taking their bearings carefully, they started for the woods. It was yet early in the forenoon, and if they hurried they might be back by dinner time.

"Now, you're sure this is the right direction?" said Karl, as they got to the edge of the woods.

"Oh! sure," said Johnny. They didn't talk after that. The woods were damp in some places, and very shady. Now and then they came to little openings where the sunlight shot down through, and warmed the ground. The boys stopped in these places and listened a minute. There was always something to listen to. Sometimes the clear liquid call of a swamp robin, high out of sight; or the snarl of a cat-bird; or, if these were quiet, a woodpecker might be heard at his impudent knocking, as though he expected an old hemlock tree to open its bark and let him in. For the little time he stopped to rest, the air was filled with a whirring, buzzing, ticking sound from an army of unseen insects, while the birches and spruce trees seemed to be growing audibly, as though they would say to the woodpecker: "Knock away as long as you please, young fellow, at the vacant houses, but don't come to our doors; we are too busy."

The boys heard all these sounds as the voices of familiar friends, but they did not speak to each other. Walking, as nearly as possible, in a bee-line, they looked anxiously up at the tree-tops for any traces of the kite. The twine was so long, it seemed as though they must find it somewhere.

Coming to a strip of soft wet moss, that seemed to be the bed of a sluggish little rivulet, they started to cross it, stepping upon three flat stones that lay in the way. Johnny went ahead, and was just stepping upon the last stone, when he stopped and turned his face around

to Karl; who was standing on one foot, waiting for him to go ahead. Johnny's face was pale almost to whiteness, and his lips drawn tightly together. He raised one finger mechanically and pointed ahead. Karl looked gave a short gasp, and put his other foot down suddenly into the wet moss. Two men were sitting on a fallen tree just ahead of the boys, and with their backs toward them. They were so near that if Johnny had taken that other step to the dry ground, they must have heard him, with the certain result, as he believed, of his throat being immediately cut. Naturally enough, he didn't care to cultivate a further acquaintance, but looked around for a way out of the dilemma. His brother's blundering movement gave him the best cue he could have; and, noiselessly as a cat, he stepped sideways from the stone and along on the velvet bed of the little stream as far as it reached. Karl followed him, and then they hastened back to the edge of the woods, and into the sun-light of the open road. Their feet were wet, their hearts were thumping violently.

"Who was they?" asked Karl, when they had partly recovered their breath.

"I don't know," said Johnny, "What was there to be so scared about, then?"

"I don't know that, neither, I was scared, though, almost to death."

"So was I. S'pose they was robbers?"

"Yes, probably they was."

The boys walked on silently toward home. Johnny began to wish he had been more heroic, and had stopped to listen. What a pity he didn't think of that at the time. All the robbers and highwaymen he had ever read about, had such an accommodating way of talking over their secrets when little boys were listening, that Johnny felt quite sure he had lost much hidden treasure by his haste. He had very little doubt that the men were robbers, and he tried to think of something that he had seen or heard which might guide him to their place of concealment. All he remembered having seen, was a grey felt hat with a splash of green paint down the back of it. All he had heard was two words. He recalled them distinctly, they were, "North corner." Such trifling information as this seemed to furnish no possible clew to hidden treasure. Johnny thought it over. Gradually his imagination gave way to his philosophy. He had an idea, and told his thoughts to Karl, who was a man of action, although not always the wisest action. He clutched Johnny's arm hard, and pulled him by the house,—when they got to it,—and on, down to the town-hall. Here they questioned the Mayor sharply, in regard to their own rights in the matter, before telling him about Johnny's idea. There had been a good many barn-burnings in the neighborhood, during three months; and the town had offered a reward of five hundred dollars for information leading to the capture of the incendiaries. The Mayor knew enough to put this and that together, and took Johnny's idea for just what it was worth.

"The most likely thing in the world!" he said. "North corner? I'll look out for them. Don't mention it, boys; but if we catch them you shall have the money."

Everybody knew that old Silas Warner, a wealthy townsman, used to wear a grey felt hat about his farm; and he would have continued to wear it, if some one hadn't dropped a paint brush on the back of it, making a green stripe from the top of his head down over his neck and collar. For this reason he had given the hat to his hired man. Everybody knew this too; and that, not long after, he had discharged this same hired man on account of his thieving propensities.

People knew all this about the affairs of old Silas Warner, but no one knew that North corner of this great barn had been selected as the place under which to start a fire some dark night. No one suspected such a thing, but the Mayor, and a few who were in his plans; but, before night, those plans were so well laid, that it was only a question of Johnny's suspicions, being correct to insure his getting the five hundred dollars reward.

The boys were late to dinner, and their father rather impatiently asked Karl if he had brought back the mortgage deed.

"No!" said Karl, "Look here father, how much is that worth?"

"The paper itself is of no value," said his father, "it is only a copy."

"I mean," said Karl, "how much money will it take to make it all right?"

"Lift it?" said his father, smiling grimly at the joke of the morning. "It would take just five hundred dollars to lift it, and lift a big burden off my heart at the same time. What have you done with the copy?"

"Well, father," said Karl, "I'll tell you the truth. The kite got away, and I couldn't find it; but if five hundred dollars'll fix it all right, don't you worry any more about it, father. When I tied that there mortgage on for a bob, it got lifted so high that I guess it'll never come down again."

And it never did.

HORSFORD'S ACID PHOSPHATE.
FOR ALCOHOLISM.

Dr. C. S. Ellis, Wabash, Ind., says: "I prescribed it for a man who had used intoxicants to excess for fifteen years, but during the last two years has entirely abstained. He thinks the Acid Phosphate is of much benefit to him."

BOOK DEPARTMENT.

NEW BOOKS.

A NEW METHOD IN ENGLISH ANALYSIS. By CHAR. P. CURD, A.M. St. Louis, Mo.: American School-Book Co. 50 cents.

While there may be a disappointment for any one who expects in this volume great novelty in the treatment of English Analysis, still there is assuredly nothing disappointing in the manner in which Prof. Curd has prepared the work. That is to say, the method is substantially the same that has long been in use, but the application of it has received in this instance all the perfecting skill of an excellent teacher. A highly commendable feature of the book is its consistent policy of avoiding instruction by rote. Written exercises on details, rules, diagrams and symbols have been excluded. In this and other particulars that could be mentioned, Prof. Curd's text-book regards the advanced steps in educational methods, and exhibits a general spirit that is well up with the times. It will prove a most valuable adjunct in the English department of our best schools, and if a word of praise from us can at all facilitate the book's introduction, we quite cheerfully pronounce it.

LIFE AND ADVENTURES OF ROBINSON CRUSOE. By Daniel Defoe. Edited for the use of schools, by W. H. Lambert, Supt. of Schools, Malden, Mass. Boston: Ginn, Heath & Co. 75 cents.

The editorial service which has been rendered by Mr. Lambert in preparing this time-honored tale for school-use, consists of expurgating the gross terms and allusions and omitting the comparatively uninteresting episodes and parenthetical descriptions, with here and there a marginal note of explanation or conjecture. The idea of adapting Robinson Crusoe in this manner and for this purpose of supplementary reading is an excellent one. No writing in the language has enjoyed such uninterrupted favor from young readers in past years, and it seems to possess an immortal charm in the simple interest of its narrative. Every boy and girl must read Robinson Crusoe at some time or other, and why not give it a place in the school-course, and thereby secure the benefits of it as a stimulus to general reading? The object is a very plain one, and the particular selection of Defoe's celebrated story is the best that could be made.

MODERN SPANISH READINGS. By Wm. L. Knapp, professor in Yale College. Boston: Ginn, Heath & Co. \$1.65.

The appearance of this reader of Prof. Knapp's is, perhaps, not the least among indications of a more methodical study of Spanish in our collegiate schools. Spain of to-day has a thoroughly live and beautiful language, and the Spaniards have as distinct a pursuit of *belles-lettres* as any other people. This new text-book is both opportune and designed to promote a good cause. We find in it a continuation and elaboration of the principles set out in the Spanish grammar by the same author. The selections are judicious and well suited to represent contemporary Spanish literature. The vocabulary is copious and sufficient for all purposes.

MAGAZINES.

The *Atlantic Monthly* for October, November, and December will be rendered especially noteworthy by articles from Mr. Emerson's unpublished manuscripts. The first of these is entitled "Historic Notes of Life and Letters in Massachusetts," and is marked by the most charming qualities of Mr. Emerson's genius. The November article will be upon Dr. Ezra Ripley, and that of the December number on Mary Moody Emerson. The first two volumes of an entirely new edition of Emerson's works will be published shortly by Houghton, Mifflin & Co.

Little Men and Women, Pansy and Babyland, justly denominated "peerless among juvenile magazines," as they appear in the form of annuals for 1883, are if possible, more attractive than ever. Lothrop & Co., Boston.

A magnificent memorial window has been presented to St. Margaret's church, Westminster, by American citizens, in honor of Sir Walter Raleigh, whose headless body was carried to the church from the scaffold, and the following lines have been written as an inscription for the window by J. Russell Lowell, the American Minister:

"The New World's sons, from England's breast we drew
Such milk as bids remember whence we came,
Proud of her past wherefrom our future grew
This window we inscribe with Raleigh's fame."

Prof. Huxley has accepted the office of president of a union of science and art teachers, and Prof. Roscoe is one of the vice-presidents. The headquarters of the union

being in Manchester, district branches are to be organized.

The August number of the *Musical World* gives interesting reports of events in the music line from Cleveland, Chicago, Cincinnati, Buffalo, Providence and Germany. There are portraits of Marie Litta, Madame Julia Rive-King and Matthew Arbuckle. On the music page we find two songs, an instrumental piece and a selection for violin and piano.

Mrs. Lillie is giving her attention to a class of articles that have never before been attempted; her aim is to make the study of music pleasant and more intelligible to young persons. The articles appear irregularly in *Harper's Young People*. The last one, entitled "One Year of Piano Study," will be found in the Aug. 14th issue.

An interesting series of articles began last May in *Church's Musical Visitor* and was concluded in July, on "How to Play Mendelssohn's Songs Without Words."

Rev. Edward A. Rand contributes a pleasant story to the September *TREASURE-TROVE (SCHOLAR'S COMPANION)*. There is also in this number a story by Mr. Wolstan Dixey, of Boston.

"The Bread-Winners" in the *Century*, and "A Castle in Spain" *Harper's*, are the two leading serials, and both are anonymous.

NOTES.

"Grace Greenwood" (Mrs. Lippincott) is writing a biography of Queen Victoria for children.

Mrs. James T. Fields, who has had long experience in philanthropic work, has written a practical little book entitled "How to Help the Poor," which Houghton, Mifflin & Co. will soon publish.

"India: What Can It Teach Us," published by Funk & Wagnalls, consists of seven lectures delivered at Cambridge, by F. Max Muller. They treat of the character of the people, their Sanskrit literature, and the philosophy of their religion.

A little volume entitled "Mrs. Gilpin's Frugalities" has been prepared by Miss Susan Anna Brown, the author of the pretty and useful "Book of Forty Puddings," published a year ago. The volume will be published by Messrs. Scribner, attractively printed and bound.

One of the most meritorious of all text-books in music is "The Progressive Glee and Chorus Book," by George B. Loomis, published in large octavo form, by Messrs. Ivison, Blakeman, Taylor & Co., New York. The book has undergone a practical test, and now holds a permanent favor among the best instructors.

A Turkish author has a hard time of it. First he must have a diploma from a school certifying that he knows how to write correctly, next he must prove that his work is purely original, and finally his book must undergo rigorous examination by the Minister of Public Instruction, who may send the author to jail if he disapproves of the work.

Messrs. Funk & Wagnalls' "Standard Library" has been the past week enriched by the addition of "Historical and Other Sketches," by James Anthony Froude, (25 cents.) The sketches are eleven in number, treating of travel, biography, history and reminiscences, and have all previously appeared in various periodicals. They are preceded by a long biographical outline and critique of Mr. Froude, by Mr. David H. Wheeler.

"American Commonwealths," a new series which Houghton, Mifflin & Co., announce, will begin with "Virginia," from the trained hand of John Esten Cooke. Oregon will be treated by the Rev. Dr. William Barrows; South Carolina by Hon. William Trescot, formerly Assistant Secretary of State; Maryland by William Hand Browne, Associate of Johns Hopkins University; Pennsylvania by Hon. Wayne MacVeagh; Kentucky by Prof. N. S. Shaler, of Harvard University.

"Blackboard Temperance Lessons" is a new pamphlet of forty pages, just published by the National Temperance Society, consisting of twelve instructive lessons written by Mrs. W. F. Crafts, one of the best writers for children in America. Each lesson is complete in itself, and contains strong temperance truths, with blackboard illustrations engraved expressly for these lessons. Price 10 cents: \$1 per dozen; \$7 per hundred. J. N. Stearns, agent, 58 Reade St., New York.

Messrs. Roberts Brothers, Boston, have sent to our book table a copy of their new edition of Sir Walter Scott's poems, a handsome finished volume of some 400 pages, and containing "Lay of the Last Minstrel," "Marmion," and "Lady of the Lake." It is the beginning of the "Classic Series," which is designed for general readers, while, at the same time, it will regard

the true interests of the younger reader. The series to be printed entirely from new type, and will embrace many of the best known standard works in English literature. The price of this first volume is \$1.00.

THE WITHERED LEAF is not dead and lost. There are forces in it and around it, though working in inverse order, else how could it rot? Despite the rag from which paper is made, or the little from which the earth makes corn.—CARLYLE.

A READER wrote to the *Sun* of its use of "either" for "any" in the sentence: "Harry Hill (speaking of him and three other notorious characters), who has been a prominent man much longer than either of the others." The *Sun* admits the error.

A MAN once took a piece of white cloth to a dyer to have it dyed black. He was so pleased with the result that after a time he went back to the dyer with a piece of black cloth, and asked to have it dyed white. But the dyer answered, "A piece of cloth is like a man's reputation; it can be dyed black, but it cannot be made white again."

ENTHUSIASM is one of the most powerful engines of success. When you do a thing, do it with a vim. Do it with your might. Put your whole soul into it. Stamp it with your own personality. Be active, be energetic, be enthusiastic and faithful, and you will accomplish your object. Truly has Emerson said: "Nothing great was ever achieved without enthusiasm."

DIO LEWIS says: "I have come to New York to establish a monthly magazine. I have come here for the same reason that I went to Boston 25 years ago. Then Boston was the best platform in the country from which to speak of education. New York has now become most hospitable to progressive thoughts, and especially so to movements on behalf of physical training."

AMBER.—The substance known as amber is the fossil resin produced in past ages by certain varieties of coniferous trees. As the trees decayed, the resin oozed out of the stem and roots, and was deposited in immense quantities in the soil. The largest amber deposits in Europe are found on the Baltic shores of northeastern Prussia, where about 80 tons a year are dug up, worth about \$2,500.

IF a father wishes to give his son a legacy that will endure while life exists, let him send him to an institution where he can obtain a practical education, and he will have the satisfaction of knowing that he has given him what is better than houses, lands, and farms, or even gold or silver. These things may take wings and suddenly fly away; but this knowledge will last while life and reason exist.—HORACE MANN.

THOSE who would insinuate that Col. Parker pretends to introduce as new that which has been proposed many years, are strangers to his character as a man and as an educator. If he were an educator of mushroom growth, if his ideas were all plagiarisms and stolen goods; if he sought after notoriety for himself, if he were representing some financial affair that fattened by being advertised,—then intimations of sensationalism or sham would not be so amiss. But the truth is not one of these "ifs" will ever be more than an *if* in respect to Col. Parker. Time will surprise the fogies and rut-travelers when it shall be manifest everywhere that instead of the Quince teacher's being less than he seemed he is an hundred fold more than he.

A GIRL of 17, arrested in Chicago for wearing a man's dress, explained that she merely changed garments so as to get a living easier. For three years she had been employed on lake boats as steward, watchman, or cook. She said: "By working on the boats in men's clothing I can earn \$1.75 a day without extra hard work. If I wore woman's clothes I would not be allowed to do the work, and would probably have to wash pots. I know I have violated the law, and may go to the workhouse for a long time, but, to tell you the truth, I'd rather make brick in the penitentiary than bend over a washtub." Do we sufficiently comprehend the difference between man's and woman's work?

publisher's Department.

For press copy, printers delight in a thin open hand. Esterbrook's blunt and grooving pens are excellent for this purpose.

A SURE SIGN

that the people are becoming convinced of the absolute value of "Pearl's White Siccine" for beautifying the complexion and the cure of all skin diseases, is the fact of its increasing sale. It is effective and safe, and its application delightful.

For years I have been afflicted with hay fever. I gave Ely's Cream Balm a trial. The relief was immediate. I regard myself cured. G. Schreiber, Supt. of Cordwainer County, Elizabeth, N. J.

*Both Lydia E. Pinkham's Vegetable Compound and Blood Purifier are prepared at 233 and 235 Western av., Lynn, Mass. Price of either, \$1. Six bottles for \$1. Sent by mail in the form of pills or of lozenges, on receipt of price, \$1 per box or either. All letters of inquiry freely answered. Enclose 3c. stamp. Send for pamphlet; mention this paper.

MUSIC FOR THE MILLION.

"My sole object," said Daniel F. Beatty, the great organ builder, in speaking of the exceedingly low price at which he is selling his new 25 stop organ, "is to let the public know what kind of work I do. You see the regular price of the instrument is \$115, but for the sake of advertising it I am selling this style for \$49.75, which absolutely covers the cost of the material and work upon the organ."

"Do you intend to hold out these inducements?" was asked.

"No, I shall, after the limited time, as specified in advertisement in another column, expires, withdraw my offers and sell at the original price, \$115."

The organs manufactured by Mayor Beatty are acknowledged to be superior instruments, and wherever given a trial always give entire satisfaction.

Did you ever think what you would do if you had Vanderbilt's income?—Norristown Register. Well, no; but we have often wondered what Vanderbilt would do if he had our income.—Phila. News.

Something About Bread-Making.

By the process of bread-making it is intended to convert the flour of certain grains into a cellular structure, in which it is most easily chewed, saturated with the fluids of the mouth, and digested. In order to arrive at this end, alcoholic fermentation was resorted to from olden times, by introducing the same in the dough by means of brewer's yeast. Thus a small part of the flour is converted into glucose, which again is transformed into alcohol and carbonic acid. The former is recognized by its peculiar vinous odor, imparted by the loaves, when sufficiently raised. Both gases produce the raising of the dough—the porous and spongy appearance.

By this fermentation the flour not only loses weight, but the bread also attains qualities which may injure the process of digestion.

In order to evade these inconveniences chemists have long ago searched, to impart the spongy structure of the dough by other means than yeast, respectively by substances evolving gaseous bodies, or which, in the oven, are transformed into gases themselves. To the best known along the bicarbonate of soda and cream of tartar, certainly well known to all housewives, and with regard to most of the baking powders of the trade, they are mainly preparations containing these substances. However, it cannot be said of any of them that they exert a beneficial influence on the system, not to speak of the adulterations to which most of them have been lately subjected.

We are glad to learn that Prof. E. N. Horsford, of Cambridge, Mass., who held the chair of chemistry in Harvard University, invented some time since, a baking preparation forming an exception to those spoken of, which has already attained universal reputation.

The idea by which Prof. Horsford was guided, was not only to furnish a substitute for brewer's yeast, but also to provide those nutritions constituents of the diet lost in the bran in the process of boiling. These are the so-called phosphates, which are also the nutritive salts of meat, and of the utmost importance for the building up of the organism. If we take into consideration that the nutritive value of wheat flour is from twelve to fifteen per cent. less than of the wheat grain, and that this loss is now restored by Prof. Horsford's invention, then we must look upon it as of the greatest national economic importance. As Justin Von Liebig said: "The result is the same, as if the fertility of our wheat fields had been increased by one-seventh or one-eighth."

PARKER'S HAIR BALSAM

A beneficial dressing preferred to similar articles because of its purity and rich perfume. It Restores to Gray Hair the Youthful Color & prevents dandruff and falling of the hair. 10c. & \$1. Hause & Co., N.Y.

FLORESTON COLOGNE

Exhibits the finest flower extracts in richness. Delicate, very lasting. No odor like it. Because you get FLORESTON Cologne, signature of Hause & Co., N.Y., on every label. 25 and 15 cts., at druggists and dealers in perfumes.

WARRANTED 6 YEARS.

\$115 for only \$49.75

25 STOPS.

9

Full Sets
GOLDEN
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Reeds.



Address or Call upon
the Manufacturer,

DANIEL F. BEATTY, Washington, New Jersey.



THE SLATE-PENCIL BLACKBOARD.

Dustless, Distinct, Durable.

The problem of an absolutely dustless Board is at last solved. After years of experiment, we have succeeded in producing a Blackboard Slating which will give as white a mark from the ordinary slate pencil as any other Blackboard will give from the soft Chalk Gray. Prin. J. C. Morris, for ten years in charge of Walworth Academy, Wayne Co., N.Y., says:

"Six months ago I put one coat of the Slate-Pencil Slating upon the board behind my desk. I have used it constantly, springing up a dozen times in the course of my recitation, to illustrate some point upon the blackboard. Only a few pencil marks remain, but I have been able to make a mark distinct enough to be seen across the room. To-day the board seems as good as ever. It is not green, or worn, or indistinct. An occasional spongeing with a wet cloth makes it as black as the day it was put on. There is absolutely no dust. For the first time since I began to teach school, I have been able to keep a clean class, clean clothes, clean hands, and air fit to breathe. I have now covered every board in the Academy with the slate-pencil slating, nor could I induce to use any other."

Geo. A. Bacon, Ph.D., Principal High School, Syracuse, N.Y., says: "I have tried the slate-pencil slating in my mathematical room and find it satisfactory in the highest degree." R. B. Smith, Prof. of Mathematics, Ohio College, Ohio, says: "Our slate-pencil slating is by far the best I have ever seen. It is the only slate-pencil slating I have ever seen which is suitable for the schools of this country." WE WANT THIS SLATING TESTED, and have therefore prepared one thousand yards of Slated Paper. WE WILL SUPPLY THE SLATED PAPER, ready to be packed upon the wall, at Fifty Cents per square yard. TRY IT AND TRY IT NOW. You will hereafter use no others.

PRICE OF THE SLATE-PENCIL BLACKBOARD SLATING.

NOTE.—The slate-pencil slating is made of the best alcohol in the market and will cover one-third more space than any other slating made, and twice as much as some kinds must use. It is, therefore, cheaper than other liquid slating, as well as wholly different and entirely free from the chalk dust which destroys a thousand yards every year in the school-rooms of America.

It may be applied to any surface with an ordinary brush. Full directions furnished.

In gallon cans, covering 600 feet one coat. \$10.00
In quart cans, covering 150 feet one coat. 2.75
In pint cans, covering 75 feet one coat. 1.50

A. W. FABER'S SLATED PAPER is made and especially adapted for this blackboard, and are supplied in boxes containing 100, at 75 cents a box. Send for full catalogue of School Bulletin Publications and School Supplies. For slated paper or slating, address

C. W. BARDEEN, Syracuse, N.Y.

COLGATE & CO'S

CASHMERE BOUQUET

TOILET SOAP.

The novelty and exceptional strength of its perfume are the peculiar fascinations of this luxurious article, which has acquired popularity unequalled by any Toilet Soap of home or foreign manufacture.



MENEELY BELL FOUNDRY

Favorably known to the public since 1850. Church, Chapel, School, Fire Alarm and other bells; also Chimes and Peals. Meneely & Co., West Troy, N.Y.

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MANY OF YOU DESIRE

An increased income which your Board of Education or Trustees are not willing to grant. We can show you how to do this. By obtaining subscriptions to our papers you can earn on an average \$10 to \$21 a week. There is always a chance for you to get a few subscribers. Teachers are everywhere beginning to want the best bearing upon their calling. We publish them. Send to us for samples and terms, and make a thorough trial. This will cost you no money. Let a letter from your Co. Supt., Principal or Trustee, accompany application. Those who attend Co. Institutes, Normal Institutes, and Examination, can pay their expenses in this way. Address with stamp.

E. L. KELLOGG & CO.,
21 Park Place, N.Y.

FOR SALE.

Thirty-Eight oak, single school desks, best pattern, good as new, \$2.00 each.

P. O. Box 380. Orange, New Jersey

McSHANE BELL FOUNDRY.

Manufacture those celebrated CHIMES and Bells for CHURCHES, ACADEMIES, etc. Price list and circulars sent free. HENRY McSHANE & CO., Baltimore, Md.

PIPE ORGANS { 25 STOPS } ONLY \$49.75

INCLUDING BENCH, BOOK AND MUSIC, provided you order within Thirteen (13) days from date of this Number, or if it is otherwise, we shall give a further reduction of \$4.00 will be allowed. I desire this Pipe Organ introduced without delay, hence this GREAT REDUCTION.

If you are in want of an Organ order at once, and if you can afford to pay the full price, I will be pleased to supply you with a full set of Golden Tongue Reeds. Paris Organ introduced without delay, hence this GREAT REDUCTION.

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If you are in want of an Organ order at once, and if you can afford to pay the full price,

September 8, 1883.

SAN FRANCISCO MILLIONAIRES.—San Francisco is claimed to have more millionaires than any other American city. Nearly every one sprang from poverty, and only one carried any money to San Francisco. Only one is the graduate of a college, and only seven were trained for a profession, and all of these lawyers. There is not a doctor, a preacher, nor a West Pointer among them. Forty-nine are Americans by birth, eight Jews, five Germans, four English, and one French. Outside of the Roman Catholic church and the synagogue, but one is a church member. Four of the men are worth \$40,000,000 each; five from \$20,000,000 to \$30,000,000; two \$10,000,000 each; five \$5,000,000 each, and the remainder \$1,500,000.

LUCIEN BONAPARTE.—Prince Lucien Bonaparte enjoys a pension of \$1,000 per annum from the British government for his distinguished services to literature. Prince Lucien is one of the most distinguished of philologists. Defending the grant, Mr. Gladstone said in the House of Commons recently that among the labors of the Prince was the printing of the Gospel of St. Matthew in twenty-nine different languages, for the accuracy of every one of which he was personally responsible; the printing of the song of the "Three Children" in eleven dialects of the Basque languages; the printing of the parable of the Sower in seventy-two European languages and dialects. Prince Lucien has passed the greater part of his life in England, and has contributed greatly to current knowledge of the formation of its language.

In view of the reduction of postage on letters on the first of October next, a good plan will be to buy two and one cent stamps instead of the three cent stamp for those who buy in quantities. Until Oct. 1, a two and a one cent stamp will repay the letter, and after that the two cent or two one cent stamps will do it until the new stamps are ready.

No Rest Day or Night.

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